MIDDLEBURY COLLEGE BULLETIN
MIDDLEBURY, VERMONT MARCH, 1945

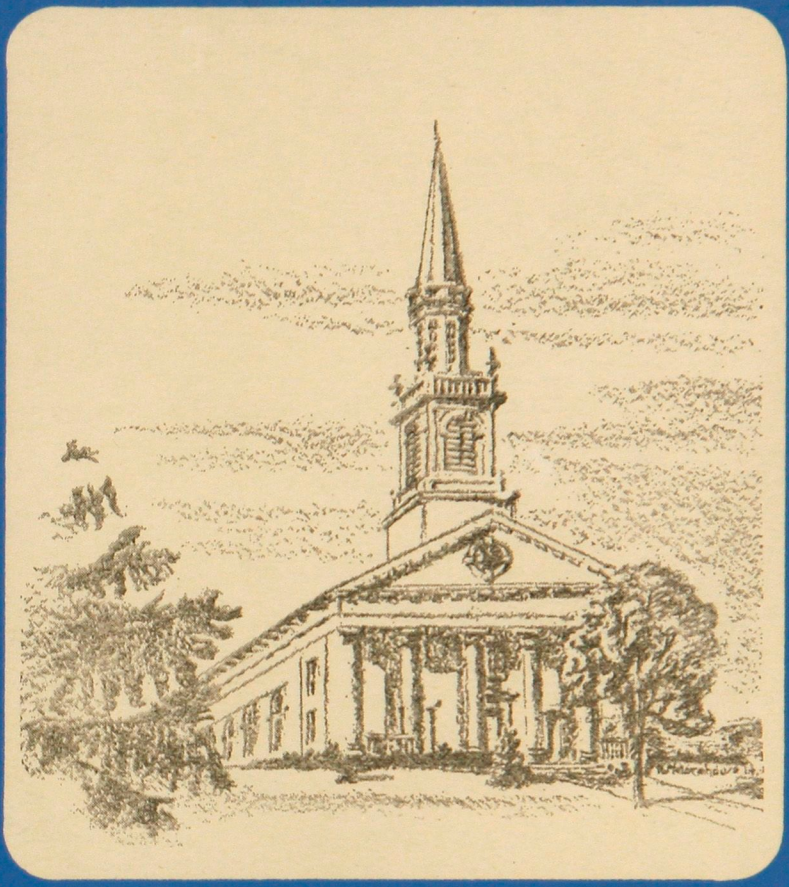
French

German

Italian

Russian

Spanish



Middlebury College Language Schools

MIDDLEBURY COLLEGE BULLETIN

Volume XL **March, 1945** **Number 1**

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Middlebury College Language Schools

Administrative Officers for Thirty-seventh Session

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Juan A. Centeno, A.B., M.D., Professor of Spanish, Middlebury . Director of Spanish School

FRENCH GERMAN ITALIAN RUSSIAN SPANISH

The Middlebury College Language Schools

1945 SESSION

IMPORTANT: *Because of present conditions, the administration reserves the right to make any changes without notice in courses, staff, living arrangements, etc.*

The Idea The Middlebury College Language Schools stand for thorough training in a modern foreign language through efficient methods of teaching, a mastery of the spoken and written language, and an intimate knowledge of the life, institutions, literature, history, and culture of the foreign country. Success hinges upon the consistent enforcement of the Middlebury idea—the segregation of students from contact with English; the concentration of the work of each student upon the foreign language; the exclusive use of the language in and out of classroom; and the careful supervision and coordination of courses to meet the different needs of all students. Each school has its separate residences and dining halls and a faculty of native instructors. *During the entire session, the foreign language is the sole medium of communication in work and play. From the day of arrival, students are pledged to speak the foreign language.*

History The Middlebury College Language Schools were the pioneers thirty years ago in the development of segregated, specialized summer schools for the study of modern languages in this country. The German School was founded in 1915, followed by the French and Spanish Schools in 1916 and 1917 respectively. These schools represented a distinctive contribution to educational progress in America, and quickly won for Middlebury an international reputation. In 1920, the Bread Loaf School of English was begun on a similar pattern. The German School was reopened in 1931 and located in the neighboring village of Bristol. In 1932, the Italian School was added to the two other Romance Language units. This summer, the inauguration of the Russian School answers the need for a center of instruction in Russian.

The War The schools are primarily devoted, as they have been for more than a quarter of a century, to the intensive preparation of the teachers of languages. But with the war has come increased responsibility, a greater scope of service. Because of their wide reputation in the field, the Language Schools of Middlebury College are qualified to play an

important role in providing trained linguists for our armies abroad, and in government agencies as translators, radio broadcasters, interpreters, censors, commercial attachés, etc. Language training is also essential in the preparation of those who will participate in the rehabilitation of the world after the war. All those for whom understanding, speaking, reading, and writing a foreign language is of primary importance, will find at the Middlebury Language Schools ideal conditions for the pursuit of their special objectives.

Along with their contributions to the immediate effort, the schools will continue to devote themselves to the essential objective: to make clearer the enduring value of the best in each country's civilization. Thus, when the war has been won, and foreign cultures are once more free, Americans may be ready for a durable peace, and prepared for international cooperation, based upon a true understanding of our own heritage, and the thought processes of our neighbors in a small world.

Academic Status The work of the Middlebury Language Schools is widely recognized. Among the students enrolled every summer are to be found college professors as well as teachers, heads of departments, and principals of secondary schools. The summer of 1944 brought students from forty different states and countries, including Arizona, California, Canada, Cuba, Florida, Minnesota, Nebraska, Oregon and Texas. One hundred fifty colleges and universities were represented. Sixty-two per cent of the students held degrees, and nineteen per cent held the Master's degree or the Doctorate. The majority of the students are candidates for advanced degrees. Twenty-three Master's degrees were awarded in August, 1944.

Training The value of the training is recognized to such a degree by school boards and institutions employing language teachers that not infrequently they defray or contribute toward meeting the expenses of teachers attending the Middlebury Language Schools. The U. S. Army and Navy have long sent representatives to the schools. Now that foreign travel is impossible, a summer of study at one of the Middlebury Schools is its nearest equivalent, providing courses completely suited to the needs of Americans, and giving uninterrupted and intensive training in the use of the language, as well as courses in professional techniques.

Location The Middlebury Language Schools are located in a lovely Vermont countryside, at the foot of the Green Mountains, and about twenty miles from Lake Champlain. The French, Italian and Russian Schools occupy the campus of Middlebury College, founded in 1800 and

still one of the most charming of New England colleges. The Spanish School enjoys the entire facilities of the Bread Loaf Campus, in a beautiful mountain location twelve miles from Middlebury. The life of the German School centers around the quaint village green of Bristol, also twelve miles away and nearer the mountains. The summer climate is delightful, with clear dry breezes, cool nights, and sufficient rain to keep the meadows and woods richly green and soft. Among the memories of students who have spent a summer here are pictured many scenes of Vermont mountains and forests; the valley of the winding Otter, Lake Dunmore in its hollow among the hills; the Adirondacks, pink in the morning sun, or the eastern range growing purple in the twilight.

Atmosphere The central purpose of the schools is to make everything about the life of a student during his stay contribute as richly and as pleasantly as possible to the thing for which he came, the mastery of the language. Similarity of aim among students coming from widely separated sections of the country fosters good comradeship and an *esprit de corps;* while constant association with instructors at the dining tables, in songs and games, on hikes and picnics, no less than in the classroom, brings both inspirational and intellectual stimulus. Any language pursued under such conditions quickly becomes a subjective element in the life of a student. A high ratio of instructors to students is maintained, approximately one to eight.

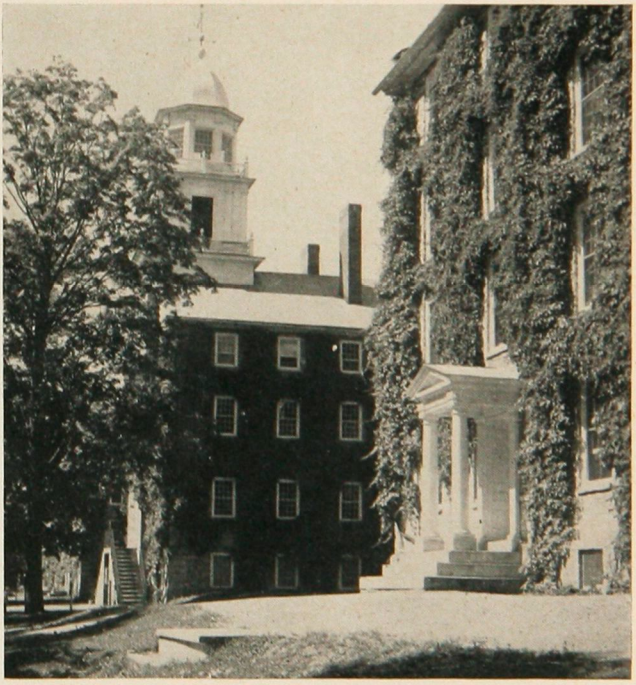
Recreation No college in the East offers more attractive opportunities for out-of-door recreation than are found at Middlebury in summer. The program of studies is so arranged as to leave late afternoons and week-ends free. Groups of students frequently spend an afternoon at a lake side or hiking in the mountains. Party lunches are provided at a reasonable charge. Among the most enjoyable features of a summer's sojourn at Middlebury are the campfire suppers and informal picnics of these friendly groups. Unusual opportunities are afforded by the Battell Forest of 13,000 acres, belonging to Middlebury College. Week-end hiking parties on the celebrated Long Trail of the Green Mountains have been popular. Swimming may be enjoyed at Lake Dunmore, or at Bartlett's Falls in Bristol. The tennis courts on the college campus are reserved for the use of students. There is a golf course within walking distance of the campus, which students may use at small charge.

Admission Students may enter without examinations and without being candidates for degrees. No student will be admitted, however, unless his qualifications are approved by the Dean, and the right is re-

served to place all students in the classes best suited to their advancement.

The schools are essentially graduate schools; and the courses are generally of an advanced nature, requiring advanced preparation and real linguistic ability. Undergraduates with a serious purpose are accepted if they are recommended by their professors as having adequate preparation. During the war, special consideration will be given to persons training for a particular objective in the war effort, or for postwar rehabilitation.

No student will be admitted to the schools unless he is able and willing to use only the foreign language, during the entire session, even in the individual dormitory rooms. This rule, which has become a cherished and unique tradition of the schools, and which is a fundamental of the Middlebury method, goes into force from the moment the student enrolls. Students may, of course, use English in their dealings with the people of the village, but even in these cases, students must not speak English to each other. This rule holds good for all picnics and excursions. At the opening of the schools, each student will be required to sign a formal statement, *pledging his word of honor* to observe this rule of no English. The Dean reserves the right to



Old Chapel & Painter

dismiss from the school students who willfully break this rule. Only the Director or the Dean may grant temporary release, upon occasions which may warrant it. A specific exception will be made in the case of students accepted by the Russian School for the intensive course in Beginning Russian, until such time as they are considered able to comply with the rule. In the other schools, no beginners are accepted.

Cooperation All the Middlebury Language Schools maintain the closest cooperation with each other. An enrolled student may audit any courses in his own school, or in any of the other schools, without extra charge. He may also enroll for credit in courses in another school on payment of a fee of $10 per course, if by reason of his proficiency he receives the consent of the Deans of both schools. (See page 11). By special arrangement, a student enrolled in one school may be permitted to take part or all of his meals in the dining hall of another school if an exchange can be arranged. It should be noted that because of the distances involved, such arrangements are very difficult between schools on the Middlebury campus and the Spanish School at Bread Loaf, or the German School at Bristol.

Beginners' Courses Special beginners' courses in German, Italian, and Spanish will be offered on the Middlebury campus, if there is sufficient demand for them. They are not open to members of the same school, and thus constitute no violation of the Middlebury rule stated above. The courses are offered to students enrolled in another of the language schools; or by special arrangement to persons not enrolled in any school. A fee of $10 per course will be charged. For descriptions of these courses, see pages 39, 49, 70. The Russian School offers an intensive course for beginners, which is also open, in whole or in part, to qualified members of another school, under the above rules. See the announcement on pages 57 and 58. The opportunity to begin the study of these languages is given with a view to their especial utility in the world situation.

Credits Students who desire credits must indicate that fact when they register, and, if candidates for a Middlebury degree, they must present evidence of their qualifications before their work will be counted. An official transcript bearing the seal of Middlebury College will be issued upon application to the College Registrar. This transcript will note the names of courses, grades attained, and credits earned. No certificates will be given for attendance, nor to students who do not take the final examinations.

Not more than six credits may be gained in one summer by an under-

graduate, and not more than eight credits by a graduate student. (See pages 28, 42, 53, 60, 75.) A graduate student must receive a mark of "B" in a course in order to obtain credit for that course. The undergraduate passing mark is "C" subject to the regulations of the student's own college. One credit or point is equal to one semester hour, that is, one recitation a week during a semester, or fifteen class exercises. Each summer course meeting daily (five times a week for six weeks) is equivalent to two semester hours.

Examinations In each school the last days of the session are devoted to the final examinations. They are required of students who desire credits, transcripts, or recommendations, and it is advisable that all should take them. The New York State written Examination for Approval of Oral Work is given at Middlebury early in August.

The Master's Degree Candidates for the Master's degree must hold a baccalaureate degree from some approved college. To obtain the degree of Master of Arts at Middlebury College, thirty credits are necessary. Twenty of the thirty credits must be earned at Middlebury College. Thirty credits may be gained by proficient students in four summer sessions. Students with six or more credits accepted from other institutions may complete their work for the Master's degree in three summers. The Committee on Graduate Work will pass upon the credentials and courses of candidates for the Master's degree. Students desiring to transfer graduate credits earned at other institutions should present them to the dean of their school.

Study in a foreign country in approved summer courses may be counted toward the M.A. degree from Middlebury. Each individual case must be approved by the dean, and sanctioned by the Committee on Graduate Work. Six credits may be allowed for an equivalent of ninety hours of class exercises followed by examinations. Six credits is the maximum allowed for a single summer session of foreign study. In any case, twenty credits for the M.A. must be gained at Middlebury College.

Students desiring to count credits taken at Middlebury toward degrees to be secured elsewhere should obtain permission to do so from the institution to which they wish the credits transferred.

Degrees are conferred in August or at the Commencement following the completion of the work. A fee of $15 is required for the diploma.

The Degree of Doctor of Modern Languages Middlebury College also offers, through the Language Schools, the advanced degree of Doctor of Modern Languages (D.M.L.). The main requirements are:

1. The Master's degree, with a language major, from some recognized university.

2. Residence at Middlebury College equivalent to thirty credits. This will ordinarily require four summers' residence, but the basis of the requirement is chiefly the fulfillment of a program, not merely a given total of points. The student will be required to complete the main lines or groups of the curriculum—Philology, Stylistics, Phonetics, Literature, Civilization, and Teaching Methods. The equivalent of ten credits of approved work beyond the Master's degree may be transferred from other institutions.

3. Two semesters' residence in a foreign country of the major language. This time should be spent in study in approved courses amounting to twelve hours a week (or twenty-four semester hours) of class exercises, or equivalent research. The work must be done according to a plan previously approved by the dean of the respective school, and the final results must be approved by him. Work done in a foreign country prior to the student's enrollment as a candidate for the D.M.L. cannot ordinarily be accepted, but because of the war, exceptional cases may be considered. Summer sessions may not be substituted for this requirement of two semesters' foreign residence.

4. A major language.
   a. A thorough knowledge of and the ability to use the spoken and written language, tested by an oral and written examination.
   b. A thorough training in phonetics. Candidates will be required to do work in a phonetics laboratory, and to write a report on their research.
   c. A scientific study of modern methods of teaching foreign languages. Statements will be requested from superintendents of schools, heads of departments, and others as to the success of the candidate's teaching and his professional ability. No student will be granted the D.M.L. who cannot be unqualifiedly recommended as an experienced and successful teacher of the language.
   d. A knowledge of philology, and of the morphology of the language.

5. A final oral examination conducted entirely in the major language, and covering all elements of the candidate's preparation.

6. A minor language (preferably a Romance Language). This will be tested by an oral and written examination. The candidate's knowledge of the language should be sufficient at least to teach successfully the intermediate courses in the language.

7. A reading knowledge of a third modern language. For majors in a Romance Language, German is recommended.

8. A dissertation in the major language. This dissertation, which should approximate 35,000 words, is intended to prove a thorough understanding of some subject, literary, phonetic, or pedagogical, which is worth a careful study. It must embody considerable original work and reflection, must show a mastery of the field, clearness of thought and must be written in correct and easy style. The subject must be chosen and the preparation continued under the guidance of some member of the Middlebury faculty.

Offices The offices of the President and Vice-President of the College, and the Language Schools Office are on the third floor of the Old Chapel. The offices of the Acting Director of the French School and his assistant are in East Forest Hall, and that of the Dean is in Le Château. The office of the Director of the Spanish School is at the Bread Loaf Inn. The office

of the Director of the Italian School is in the Sigma Phi Epsilon House. The office of the German School is at the Bristol High School. The office of the Director of the Russian School is at the Russian House.

Living Accommodations At the French, Italian, and Russian Schools on the Middlebury campus, students are accommodated in the College dormitories or fraternity houses and board is provided by the College. At the Spanish School, at Bread Loaf, board and room will be provided at the Bread Loaf Inn or adjoining buildings. All rooms are completely furnished by the College; blankets, sheets and towels are supplied. Arrangements for personal laundry may be made after arrival, with the matrons of the halls of residence.

At the German School at Bristol, students are accommodated in private homes near the school; board is provided at the Bristol Inn, which is also the center of the School's social life. Rooms are completely furnished; bedding and linen are supplied.

Opening of the Session The French, Italian, and Russian Schools at Middlebury will open the session of 1945 on Friday, June 29, and will continue until August 16. August 13 and 14 will be taken for final examinations. Classes are conducted five days in the week. The houses

Nearby Lake Dunmore

of residence will open to receive students on Friday, June 29, and lunch will be served at 12:30 p. m. No guests can be received earlier. All houses will close after lunch, Thursday noon, August 16, and no guests can be accommodated after that time.

The Spanish School at Bread Loaf will open on Saturday, June 23, and lunch will be served at noon. No guests can be received earlier. The formal opening meeting will be held on Monday evening, June 25, and classes will begin Tuesday morning, June 26. The school will close after breakfast Friday morning, August 3, and no guests can be accommodated after noon of that date.

The German School at Bristol will open its session on Monday, July 2, and will continue until August 16. The opening exercises will be held Monday evening, July 2. The houses of residence will be open to receive students on Monday, July 2, and the first meal will be served at 6:30 p. m. No guests can be received earlier except by special arrangement. All houses of residence will be closed after breakfast, Thursday, August 16, and no guests can be accommodated after that date.

Registration of Students It is important that immediately upon arrival students should consult the Director or Dean of their school in regard to the definite selection of courses. The Deans will be at their respective offices from 9 a. m. to 12 m., and from 2 p. m. to 5 p. m. on the registration days. After this consultation, the students should register, and pay all bills to the Treasurer.

In all the schools, late registration after the first day of instruction will be accepted only on special permission secured in advance from the Dean, and will be subject to a fine.

For further information concerning arrival and registration, see pages 31, 44, 53, 60, and 78.

Fees The following information about fees should be carefully noted:

French, Italian, and Russian Schools Rates in these schools vary according to the houses of residence and single or double occupancy of rooms. The inclusive fee for registration, tuition, board and room will be from $205 to $250. Nearly all the desirable single rooms may be secured at $225 to $240, while a number of comfortable double rooms are listed as low as $215.

Spanish School Rates will likewise vary according to the type of room accommodations from $210 to $250, the great majority being listed from $210 to $230 for all fees.

German A uniform charge of $220 covers registration, tuition, board at the Bristol Inn and room for the period of the session. Rooms will be assigned in order of application, the most desirable rooms being given to those students who make early reservations.

Room Deposit Since accommodations are limited, it is advisable that room reservations be made as early as possible. Rooms will be held without charge prior to April 15, after which date a retaining fee of $10 is required. This fee will be credited on the student's account at the opening of the session when the balance of the account is payable. In case of cancellation before May 15, the fee will be refunded. In case of cancellation after June 15, the fee will be forfeited. Cancellations received after May 15 and up to June 15 will be credited to the student's account for the following year, *for one year only*. A fee carried over from the previous year is not subject to refund under any circumstances. Correspondence regarding room reservations may be addressed to the Secretary of the Language Schools.

Non-Resident Students The tuition fee for students rooming outside is $110. Such persons may be boarded in the dining halls, if there is place for them.

Auditors All courses are open to auditing at any time by students regularly enrolled in any of the Language Schools. Such auditors are not entitled to take part in the class discussions, nor to receive attention from the professor. Persons who are not members of these schools may enroll as auditors under the above conditions, on payment of a fee of $10 per week, with a maximum of $40 for four weeks or more. Auditors are also entitled to attend social events and evening entertainments. To enroll as a regular member of a course, a student must pay the full tuition charge.

Other Schools A student registered in one of the Language Schools may, on permission, enroll for credit in courses in another of the Language Schools, on payment of an extra fee of $10 per course. Such additional enrollments will be received at the end of the first week of classes. He may also be permitted to take part or all of his meals in the dining hall of another school if an exchange can be effected. See page 6.

Late Registration Fine Students registering after the first day of instruction will be required to pay a fine of $3 for the first day and $1 additional for each day during the first week of classes, after which no registrations will be accepted.

Transcript Fees An official transcript bearing the seal of Middlebury College will be issued without charge upon request to the College Registrar. This transcript will note the names of courses, grades attained, and credits earned. No certificates will be given for attendance, and none to students who do not take the final examinations. A fee of $.50 is charged for each additional transcript, bearing one summer's credit. A fee of $1 is charged for transcripts covering credit of two or more summers.

Refunds Owing to fixed obligations for service, instruction, and maintenance, persons arriving late or leaving school before the close of the session, must not expect reimbursement of any charges for the unconsumed time. No allowances will be made for weekend absences.

Payments Students are urgently advised to avoid unnecessary delays and inconvenience by bringing all money for fees, board, and lodging, etc. in the form of money orders, express checks, or cashier's checks on an accredited bank. Checks should be made payable to Middlebury College.

Self-Help For scholarships and opportunities for service, see pages 32, 44, 54, 60, 79.

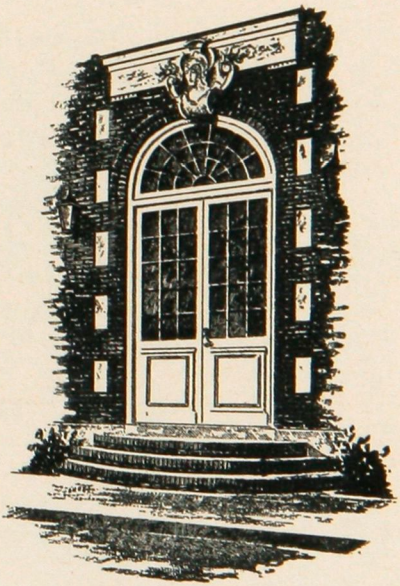
Student Mail In order to insure prompt delivery of their mail, students in the French, Italian, and Russian Schools at Middlebury should have all mail addressed to the house of residence to which they are assigned. Spanish School students should have mail sent in care of the Spanish School, Bread Loaf, Vermont. German School students should have mail sent in care of the German School, Bristol, Vermont.

Railroad Routes Middlebury can be reached from New York City or Boston by the Rutland Railroad. Students leaving New York or Boston in the morning will arrive in the afternoon. Night sleepers leaving New York or Boston arrive in the morning. Students on the route of the Delaware and Hudson can make connections with the Rutland Railroad at Rutland, Vermont. Students from the West reach Middlebury via the New York Central, changing at Albany, N. Y., for connections to Troy, a terminal of the Rutland Railroad.

German School students should buy tickets and check baggage to New Haven, Vermont, the next stop north of Middlebury. Advance arrangements should be made with the Dean of the School for transportation from New Haven to Bristol.

Le Château

École Française



THE FRENCH SCHOOL

(From June 29 to August 16)

France and her people are again free, thanks to the "will to freedom" which never left her, and to the might of her faithful allies. As she sets herself to the long task of reconstruction, France will need not only our economic and material aid, but also the patient understanding of the American people. The Middlebury French School, through its courses on the complex problems of France, her age-long culture, her ideas, thought-processes and linguistic expression, hopes to make its contribution to that genuine comprehension of France which is vital in a lasting peace.

The Session of 1945 will complete thirty summers without interruption, during which the French School has stood for the highest ideals and most progressive methods of modern language teaching. Founded in the summer of 1916, it has counted since that time a total of over 6500 enrollments. It has welcomed and encouraged the founding of sister schools modeled upon it. It pledges itself to strive for ever greater progress and greater service in the future.

Professor André Môrize, of Harvard University, the School's Director for twenty years, is in charge of the organization. His obligations to Harvard will prevent him from assuming the active directorship and from spending the entire six weeks at the School; but he will give several special lectures. The Acting Director, M. Vincent Guilloton of Smith College, will repeat his very successful course on *France Between Two Wars*.

The School eagerly hopes that it will be possible to bring a Visiting Professor from France, after an interval of four tragic years. M. Jean-Marie Carré or M. René Jasinski of the Sorbonne stand ready to come, as explained on page 16. The courses in Comparative or Nineteenth Century Literature which we expect to offer, will be announced in due time.

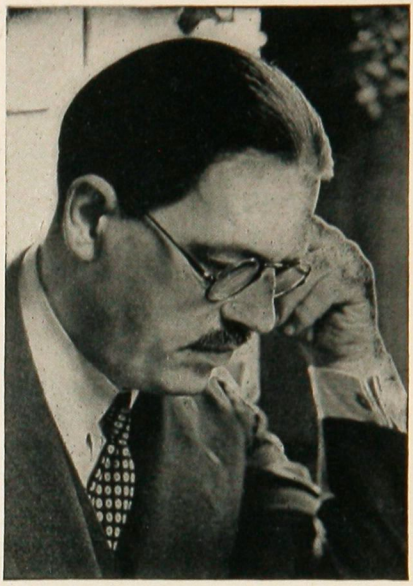
M. Maurice Coindreau of Princeton will return to Middlebury, giving attractive courses on the *Contemporary French Theatre* and the *Renaissance*. *New Developments in Modern Language Teaching*, a new course given by Professor Herbert Myron of Boston University, will study the possible contributions of the ASTP techniques. The *Laboratory Course in Experimental Phonetics* will be offered this summer by M. Delattre after an interval of four years. Mlle Henriette d'Arlin of Vassar College, and M. Jacques Fermaud of the University of Minnesota are welcomed to the staff for the first time. We are also glad to announce the return of Mme Gall-Bernot, M. René Guiet, and Mlle de Bidart.

FRENCH SCHOOL STAFF

Direction

ANDRÉ MORIZE, *Director* (on leave).

Agrégé de l'Université; Litt.D., Middlebury College, 1925; A.M., (Hon.), Harvard Univ., 1942; Officier de la Légion d'Honneur; former fellow of the École Normale Supérieure; Agrégé de l'Université, 1907; Professor, Lycée of Bordeaux, France, until 1913; Johns Hopkins University, Baltimore, 1913–14, Associate Professor of French Literature; served with the French Army, in an infantry regiment, as sergeant, lieutenant, and captain, 1914–17. In May, 1917, called to Harvard University as lecturer in Military Science and Tactics, and after the Armistice accepted a chair of French Literature in the same university. Was made a full professor in 1925, and chairman of the Department of History and Literature in 1931. September, 1939 to June, 1940, Directeur at the Commissariat, then Ministry of Information, Paris.



Author of: *L'Apologie du Luxe au XVIII^e siècle; Candide* (Société des textes français modernes); *Correspondance inédite de Montesquieu; Problems and Methods of Literary History*, Ginn & Co.; *France: Été 1940*, Maison de France, N. Y., (also translated into Spanish). *Devoirs d'aujourd'hui et Devoirs de demain*, Maison de France; *Résistance*, N. Y., 1943. Has also contributed numerous articles to the *Revue d'histoire littéraire de la France, Revue du XVIII^e siècle, Revue de Philologie française, Education, French Review*, etc. In 1918, gave a course of lectures at the Lowell Institute in Boston, and has since lectured extensively from coast to coast.

VINCENT GUILLOTON, *Acting Director*.

Ancien élève de l'École Normale Supérieure; Baccalauréat; Licence-ès-lettres; au front 1915–1918, une blessure, Croix de Guerre; Agrégé de l'Université, 1921. Member of the League of Nations Secretariat, Interpreting and Translating Section, 1920; Précis-Writer to the Advisory Jurists' Commission, The Hague, July, 1920; Associate Professor of French, University of Syracuse, 1921–23; Summer Session, Cornell, 1923; Associate Professor of French, Smith College, 1923–29; Professor, 1929—; Summer quarter, University of Chicago, 1929; Conférencier général de l'Alliance française, 1937–38; Middlebury French Summer School, 1932; Assistant Director, 1935, 1938, 1939, 1941—; Acting Director, 1937, 1940, 1944, 1945.

Author of articles in *Revue Anglo-Américaine; Modern Language Notes, The French Review; Smith College Studies in Modern Languages*; Article on France, in *National Encyclopedia Year Book*.

STEPHEN A. FREEMAN, *Dean.*

A.B., Harvard University, 1920; A.M., 1921; Ph.D., 1923; Phi Beta Kappa; American Field Service Fellowship, for study at Université de Lyon and Université de Paris, 1921–22; pilot and Lieut. (j.g.), Naval Aviation, 1917–18; Instructor, Brown University, 1923–25; Professor of French and Dean of the French School, Middlebury College, 1925—; Chairman, Administrative Committee, 1940–41; Acting President, 1942; Vice-President, 1943—; sometime Vice-President, New England Modern Language Association; Member of Executive Council, Am. Ass'n of Teachers of French, 1937–40; President, 1940–1944; Sec'y-Treas. of Vermont Chapter; President, Phi Beta Kappa, Beta of Vermont; Modern Language Advisor for Ginn and Company, 1935–42.

Author of articles in *Education, School and Society, French Review, Modern Language Journal, Journal of Education,* etc.

MME LUCIE GALL-BERNOT, *Assistant to the Director.*

Brevet supérieur, École Normale d'Orléans; International Guild, London; La Guilde Internationale, Paris; Teacher in England, private schools at Bournemouth and London; in France, Écoles Primaires Supérieures par délégation du Ministre de l'Instruction Publique; French School for Girls, New York; Mary C. Wheeler School, Providence, R.I.; Technical High School, Springfield, Mass.; Head of French Department, The Chapin School, New York City, 1926—; Middlebury French Summer School, 1926–29, 1931–33, 1935. Assistant to the Director, 1936–43, 1945—.

Visiting Professor

With the liberation of France an accomplished fact, the Middlebury French School's first thought was to renew with the Sorbonne the close and fruitful relationship which has in the past brought to Middlebury such men as Jean-Marie Carré, Georges Ascoli and Daniel Mornet. After a separation of four years, the School feels very keenly the need of bringing from France as soon as possible men and women who have shared in the sufferings and the glorious spirit of the "Resistance," and who will also represent for us again the enduring richness of France's intellectual and cultural tradition.

Professor Jean-Marie Carré has promised to come if it is humanly possible. Docteur-ès-lettres, Professor of Comparative Literature at the Sorbonne, and Editor-in-chief of the *Revue de littérature comparée;* formerly Professor at the University of Lyon, Visiting Professor at Columbia University in 1922, and at Middlebury in 1929, Professor Carré is one of the foremost French authorities on comparative literature. Now recovering from a serious illness, and his daughter still a prisoner in Germany, M. Carré is unable to guarantee his presence here this summer.

Professor René Jasinski, Agrégé-des-lettres, and Docteur-ès-lettres, Professor of French Literature at the Sorbonne, formerly at the University of Lille and at the École Normale Supérieure de Saint-Cloud, has graciously consented to act as his substitute, in the event that M. Carré is unable to come. M. Jasinski's reputation in the field of nineteenth century French letters has grown rapidly as a result of his brilliant teaching, and of his publications: *Les Années romantiques de Théophile Gautier; L'España de Gautier;* and *Le Journal Intime de A. E. Fontaney;* and many articles in the journals. Subject to military restrictions on ocean travel, therefore, we confidently expect that either M. Jean-Marie Carré or M. René Jasinski will occupy the chair of Visiting Professor and help us to renew our contact with the intellectual life of France.

Instructing Staff

MLLE HENRIETTE D'ARLIN

Baccalauréat-ès-lettres; deux certificats de Licence-ès-lettres, Montpellier, 1935; A.M., Columbia Univ., 1942; candidate au Ph.D., Teacher in École Montessori, Alexandria, Egypt, 1935–38; part-time instructor, Columbia Univ., 1943–44; Instructor in French, Vassar College, 1944—. Has appeared in dramatic productions in France, Egypt, and America; Director of French Dramatics at Vassar College, 1944—. Middlebury French Summer School, 1945.

MME JACQUELINE BERTRAND.

Licence de phonétique, 1921; Professeur de phonétique et de français, Cours spéciaux pour les étudiants étrangers, Grenoble, 1921–30; Instructor in French, Dana Hall, 1931–33; Instructor in French, Pine Manor Junior College, 1933–37; Instructor in French, St. Margaret's School, Conn., 1937–39; Instructor in French, The Spence School, 1939—; Middlebury French Summer School, 1935—.

GENEVIÈVE DE BIDART

Élève au Lycée Molière, Paris, 1936–39; Brevet élémentaire; Baccalauréat-ès-lettres; A.B., Vassar College; candidate for M.A., Radcliffe College, June, 1945; Middlebury French Summer School, 1944—.

CLAUDE BOURCIER.

Baccalauréat-ès-lettres, 1928; Élève de l'École Normale Supérieure, 1932–35; Licence-ès-lettres, 1933; Diplôme d'études supérieures, 1934; Mémoire de diplôme, *Le Sentiment religieux et l'apport étranger dans les chants "spirituals" du nègre américain*; Agrégé des lettres, 1935; Instructor in French, University of Maine, 1935–36; servi dans l'armée française, comme sous-lieutenant d'infanterie, 1936–37; Assoc. Prof., Middlebury College, 1937—; Middlebury French Summer School, 1936, 1938—.

MAURICE COINDREAU.

Professor of French Literature at Princeton University; Agrégé de l'Université; Licencié en droit; Ancien membre de l'École des Hautes Études Hispaniques (Madrid); Correspondant de *La Nouvelle Revue Française*, et de *La Nacion* (Buenos Aires); Conférencier général de l'Alliance Française, 1936–37; Visiting Professor at Mills College, 1936, 1937, 1944. Middlebury French Summer School, 1938, 1940, 1941, 1945.

Author of: *La Farce est jouée*, 1942; *Quadrille Américain*, 1945; *A French Composition Book*, 1925; *An Alternative French Composition Book*, 1936; in collaboration with L. F. H. Lowe. Editions of college texts: André de Lorde, *Trois Pièces d'épouvante*, 1934; Abel Hermant, *Eddy et Paddy*, 1936; *Contes et nouvelles du temps présent*, with J. R. Loy, 1941.

Translations: S. et J. Alvarez Quintero, *Bourg-les-Dames*, 1925; R. del Valle-Inclan, *Divines Paroles*, 1927; John Dos Passos, *Manhattan Transfer*, 1928; Ernest Hemingway, *L'Adieu aux Armes*, 1932; *Le Soleil se lève aussi*, 1933; William Faulkner, *Tandis que j'agonise*, 1934; *Lumière d'août*, 1935; Erskine Caldwell, *Le Petit Arpent du Bon Dieu*, 1936; *La Route au tabac*, 1937; William Faulkner, *Le Bruit et la Fureur*, 1938; John Steinbeck, *Des souris et des hommes*, 1939; W. L. Willkie, *Le Monde est un*, 1943; Emery Reves, *Manifeste démocratique*, 1944.

ANTONY CONSTANS.

A.B. Grenoble, 1914; Croix de Guerre, "réformé définitif" for wounds, 1917; LL.B., 1918; Licencié-ès-lettres, 1919; Instructor in English and French, Lycée and Université de Grenoble, 1919; A. E. F. traveling fellow, U. of Chicago, 1919–20;

Instructor in French, U. of Minnesota, 1920–23; Asst. Prof. Smith College, 1923–24; Instructor, Harvard, 1925–26; Ph.D., Harvard, 1926; Officier d'Académie; Phi Beta Kappa; Instructor, Yale, 1926–28; Professor and Head of French and Italian, Birmingham-Southern College, 1928—; in charge of the Phonetics course, McGill French Summer School, 1924–26; experimental work, 1934–35, in the phonetics laboratories of the Universities of Amsterdam, Bonn, Hamburg, Milan, and Paris; Certificat de prononciation and diplôme de phonétique, Institut de Phonétique, Paris; Middlebury French Summer School, 1927—.

Author of *Documents pour servir à l'histoire littéraire*, Paris, Champion, 1923 (in collaboration); also articles in *M. L. N.*, *P. M. L. A.*, *Mod. Lang. Rev. of England*, etc.

MISS LOUISE CRANDALL.

B.A., Western Reserve University, 1921; M.A., Middlebury College, 1929; École de Préparation, Sorbonne, 1930–31; Institut de Phonétique, summer, 1933; Cours de Civilisation, Sorbonne, summer, 1937; Teacher in New Castle public schools, 1921–1930; Training Teacher for Teachers, Westminster College, New Wilmington, Pa., 1924–30; Head of French Department, New Castle High School, 1925–30; Great Neck High School, L. I., N. Y., 1931—; Middlebury French Summer School, 1939–42, 1944—.

PIERRE C. DELATTRE.

Baccalauréat-ès-lettres, Université de Lyon et Université de Paris, Certificat d'Études supérieures (Phonétique), Sorbonne; Diplôme de Phonétique, Institut de Phonétique, Université de Paris; Ph.D., University of Michigan, 1936. Instructor, Wayne University, 1925–37; Asst. Prof., 1937–40; University of Oklahoma, Asst. Prof., 1941; Assoc. Prof., 1942–43; Prof., 1944—; Agent Consulaire de France, Detroit, 1929–30 et 1935–36; Associate Editor, *The French Review*, 1939—; Special Editor, *Webster's Dictionary*, 1940—; Contrib. Editor, *Books Abroad*, 1941—; Middlebury French Summer School, 1941, 1943—.

Author of: *La durée des voyelles en français*, Vol. I: *Étude expérimentale sur la durée des E d'un Français*, Paris, *Bibliothèque du Français Moderne*, Editions d'Artrey, 1940; "Durée consciente et durée inconsciente des voyelles," *The French Review*, Vol. 12; "L'accent final en français: accent d'intensité, accent de hauteur, accent de durée," *The French Review*, Vol. 12, 1938; "Tendances de coupe syllabique en français," *P. M. L. A.*, Vol. 55, 1940; "Travaux d'étudiants au laboratoire de phonétique expérimentale de Middlebury," *French Review*, May, 1943; and other articles.

MARC DENKINGER.

Maturité classique, Collège de Genève, 1914; Licencié-ès-lettres, Université de Genève, 1918; Modern Language Master, Westgate-on-Sea, Kent, England, 1920–21; Instructor, Brown University, 1922–23; A.M., Harvard, 1925; Instructor, Harvard, 1924–27; Instructor, M.I.T., 1926–27; Instructor, Yale, 1927–29; Ph.D., Harvard, 1928; Asst. Prof. of Romance Languages, University of Buffalo, 1929–34; Asst. Prof. of Romance Languages, University of Michigan, 1934—; Middlebury French Summer School, 1928—.

Author of: *La Candidature de Sainte-Beuve à l'École Normale en 1834*. *Mod. Lang. Notes*, Nov., 1930, and Feb., 1931; *Rémy de Gourmont, critique*, *P. M. L. A.*, Dec., 1937.

JACQUES FERMAUD

Baccalauréat-ès-lettres, University of Rennes, 1923; Diplôme de l'École Libre des Sciences Politiques, 1929; M.A., University of Minnesota, 1938; Ph.D., 1943.

Instructor, 1938–39, 1941–42; Asst. Prof., Univ. of Minnesota, 1943—. Sergent d'infanterie Coloniale, Croix de Guerre, 1939. Vice-President, Am. Ass'n. of Teachers of French; former Pres. Minnesota-Dakota Chapter; former Consular Agent for France; member Exec. Council Minnesota Unit Am. Relief for France; Director of weekly radio program "This is France." Middlebury French Summer School, 1945.

Author of articles in the *Romanic Review, Modern Language Journal.*

RENÉ GUIET

Baccalauréat-ès-lettres, University of Rennes, 1914; French Army, 1915–17, wounded, Croix de Guerre, 1917; Fellowship, Univ. of Illinois, 1919–20; Instructor in French, 1921–25; M.A., 1921; Licencié-ès-lettres, Paris, 1924. Instructor in French, Hunter College, 1926–27; Assoc. Prof., Smith College, 1928—; Docteur de l'Université de Paris, 1936; Pennsylvania State French Summer School, 1930–42; A.S.T.P., Hamilton College, Summer 1943; Middlebury French Summer School, 1925, 1944—.

Author of: *Le Livret d'opéra en France, de Gluck à la Révolution* (1774–1790) Smith College Studies, 1936; articles in P.M.L.A., Smith College Studies, Modern Language Notes.

MME MADELEINE GUILLOTON.

Baccalauréat-ès-lettres; Licence-ès-lettres, 1918; M.A., University of Syracuse, 1919. Assistant in French, Syracuse, 1919–20; Professeur à l'Alliance Française, Paris, Cours d'été, 1920–21; Instructor in French, Syracuse, 1921–23; Instructor in French, Smith College, 1923–25; Asst. Prof. 1925–31; Assoc. Prof., 1931—; Middlebury French Summer School, 1932, 1935, 1937—.

MLLE MADELEINE LELIEPVRE.

Certificat d'aptitude à l'enseignement des lettres, Paris, 1914–15; Admissible, Agrégation d'histoire, Paris, 1916; Professeur de Collège, 1916–24; École Normale Supérieure de Sèvres, 1924–25; Agrégée des lettres, Paris, 1925; Professor, Lycée de Bordeaux since 1926. Fellow of the Laura Spelman Rockefeller Memorial, studying the education of women in the United States, 1925–26; Visiting Lecturer in French at Vassar College, 1929–30; 1936–40; Sarah Lawrence and Bennington Colleges, 1940–41; Head of Mod. Lang. Dept., St. Lawrence University, 1941—; Middlebury French Summer School, 1930, 1931, 1937, 1939–42, 1944—.

HERBERT B. MYRON, JR.

A.M., Harvard University, 1930; Ph.D., 1938. Instructor in French, Amherst College, and Harvard University. Professor of French, Boston University, College of Liberal Arts, 1938—. Informant and linguist for French courses in Army Specialized Training Program, Boston Univ., 1943–44. Middlebury French Summer School, 1932, 1945.

Author of: *Teaching French to the Army, French Review,* May, 1944; and other articles in the *Modern Language Journal,* and elsewhere.

M. S. PARGMENT.

Maturité classique, Académie de Kief. Diplôme d'Études universitaires, Université de Paris. Associate Professor of French and Chairman of the Committee on Elementary French and Composition, University of Michigan; Middlebury French Summer School, 1930—.

Author of: *Exercices Français; Cours préparatoire, Première partie, Deuxième partie; La France et les Français; Le Français oral; Exercices de composition et de grammaire; Lectures pour débutants, Coutumes françaises d'hier et d'aujourd'hui; Initiation à la langue française; Gens et choses de France; La deuxième étape en langue française.* Editor: *Contes de la Vieille France; Trente-trois Contes et nouvelles.*

MLLE MAUD REY.

Brevet supérieur, Nantes; studied at the Sorbonne and Université Catholique, Paris; Head of the French Department, Baldwin School, Bryn Mawr, 1917–20. Studied with Jacques Copeau, Directeur du Théâtre du Vieux-Colombier, and with Charles Dullin, Directeur du Théâtre de l'Atelier, Paris, 1921–22. Lecturer and Dramatic Reader, 1922–26; Head of the French Department, Baldwin School, Bryn Mawr, 1927—; Director of French Dramatics, Bryn Mawr College, 1930—; Lecturer in French Diction, Bryn Mawr College, 1934–43; Middlebury French Summer School, 1935—.

PIERRE THOMAS.

Baccalauréat, 1917, Académie de Lille, Diplôme d'ingénieur de l'École Centrale des Arts et Manufactures, Paris, 1924; Graduate Fellow, French Department, Middlebury College, 1927–28; Instructor in French, University of Oregon, 1928–29; Instructor in French, The Arizona Desert School, Tucson, Arizona, 1929–42; Asst. Prof., French Dept., Cornell Univ., 1942—; Middlebury French Summer School, 1927—.

MME BEATRICE TOURTEBATTE.

University of Chicago, Ph.B., 1926; A.M., 1927; Travel and study in France and Italy, 1927–28; Instructor in French and Italian at the University of Texas, 1928–29; Teacher of French language and literature, Collège Montmorency, Paris, 1929–39; Diplôme et certificat de phonétique, Institut de Phonétique, 1939; Subst. instructor, Hunter and Wellesley Colleges, 1940–41; Asst. Prof. of Romance Languages, Wilson College, 1941–44; Subst. Instructor, Queens College, 1944—; Middlebury French Summer School, 1940–42, 44—.

Administrative Staff and Auxiliary Personnel

Miss Katherine Alexeieff, A.M., Middlebury College; in charge of Phonetics Center.
Miss Dorothy Compton, A.B., Middlebury College; Secretary to the Dean.
Miss Lota Curtiss, A.M., Yale University; Organist and Chimer.
Miss Avis Fischer, A.M., Middlebury College; Assistant in Phonetics Center.
Miss Elna Jeffries, A.M., Univ. of Michigan; Corrector.
Miss Jean Ryder, A.B., Smith College; Secretary to the Acting Director.
Miss Nancy Scott, A.B., Smith College; Assistant in Dramatics.
Mme Myra Bourcier, A.M., Middlebury College; in charge of Librairie.

EVENING LECTURES

On Tuesday evenings, and occasionally on other evenings as well, at 8:00 P.M. in the Playhouse, there will be special lectures by M. Morize, and by members of the staff. By special arrangement, several well-known authorities on various phases of French culture will also speak.

French School Faculty and Staff of 1944

First row: (Left to Right) Mr. Freeman, Mme Prudhomme, M. Guilloton, Mlle Boynet, M. Prudhomme, Mme Guilloton.

Second row: Mme Bertrand, M. Bourcier, Mme Bourcier, M. Morize, Miss Crandall, Mlle Rey, M. Thomas.

Third row: Miss Durick, M. Constans, Miss Scott, Mlle Leliepvre, Mrs. Mullen, Miss Jeffries, Mlle de Bidart, Mme Tourtebatte, Mme de Visme.

Back row: Miss Curtiss, M. Chazin, M. Méras, M. Pargment, M. Denkinger, Mlle Alexeieff, M. Delattre, Miss Freeman, M. Guilloton, Miss Wieland, M. Guiet.

DAILY COURSES

A. Language

Directeur d'études, M. Guilloton

11. ADVANCED FRENCH STYLISTICS.

The purpose of this course is to enable advanced students to acquire a finer feeling for French style, a sense for shades of expression, a complete mastery of certain difficulties which more elementary courses do not discuss. It combines theoretical lessons in stylistics with advanced exercises in translation. Individual conferences. The course will be strictly limited to twenty students.

Daily at 8:00. M. Guilloton.

12. ADVANCED COMPOSITION.

This course, less advanced than Course 11 and with more emphasis laid on grammar, is intended especially for students who, having a good general knowledge of French, have not yet mastered certain peculiarities of grammar, and other difficulties of the written language. The method comprises (1) the translation from English into French of texts of increasing difficulty; (2) class discussion of this translation; (3) the study of important points of grammar. Each section will be limited to twenty students.

NOTE: A written test will be given at the first meeting of this course. According to the preparation and ability indicated by this test, students will be assigned to this course, or to Course 11 or 13.

Sect. I at 8:00. — MME GALL-BERNOT.
Sect. II at 9:00. — MME GALL-BERNOT.

13. COMPOSITION AND ADVANCED GRAMMAR.

This course pursues two general objectives: 1. It aims to strengthen the background and broaden the range of the American teacher of French grammar and composition; 2. It seeks to train the students in the use of correct, idiomatic French. Theoretical grammar is reviewed in the light of actual usage, and the traditional treatment of it in textbooks and in the classroom is scrutinized, revaluated, and brought in closer contact with actual linguistic facts. Abundant practice is provided in writing idiomatic French and in the practical application of grammatical principles.

NOTE: A written test will be given early in the course. According to the results of this test, students will be assigned to the proper section of this course, or to Course 12 or 14.

Sect. I at 8:00. — M. PARGMENT.
Sect. II at 9:00. — M. PARGMENT.
Sect. III at 12:00. — M. FERMAUD.

14. INTERMEDIATE COMPOSITION AND REVIEW GRAMMAR.

A thorough review of French syntax and analysis of its essential difficulties; direct method exercises, constant oral and written practice. The course is intended for students who have only an incomplete mastery of the language; it aims to impart a reasonable degree of proficiency in the use of written French, and a systematic review and application of the fundamental principles of grammar.

NOTE: A written test will be given early in the course. According to the results of this test, students will be assigned to the proper section of this course, or to Course 13.

(This course does not count toward the M.A. degree.)

Sect. I at 10:00. — M. PARGMENT.
Sect. II at 8:00. — M. FERMAUD.
Sect. III at 10:00. — M. FERMAUD.

B. Phonetics and Diction

Directeur d'études, M. CONSTANS

21. LABORATORY COURSE IN EXPERIMENTAL PHONETICS.

Practical use of the essential instruments of experimental phonetics. Each student will choose a problem for research, and will write a report based on his own experiments.

The course is open also to approved students in the other Language Schools.

Afternoon hours to be arranged, in the Phonetics Center.

M. DELATTRE.

22. ADVANCED PHONETICS.

This course is designed for students who already have a good knowledge of phonetics, and whose French pronunciation is found sufficiently correct. The method is scientific, and at the same time simple and practical. References to the scientific theory of phonetics will be made in connection with its practical application. The aim of the course is to teach students the pronunciation accepted among cultivated French people, to improve their individual pronunciation, and to give them a practical method of teaching phonetics to their own pupils. Phonographs and discs will be frequently used in this course.

Sect. I at 9:00. M. DELATTRE.
Sect. II at 10:00. MME BERTRAND.

23. INTERMEDIATE PHONETICS.

A continued study of practical phonetics, with its application to personal pronunciation. Correct formation of French sounds. Sounds in isolation and combination. Oral exercises and ear training. Phonographs and discs will be used.

Sect. I at 8:00. MME TOURTEBATTE.
Sect. II at 10:00. M. DELATTRE.
Sect. III at 11:00. MME BERTRAND.
Sect. IV at 12:00. MME BERTRAND.

24. ELEMENTARY PHONETICS.

The beginnings of a scientific training in French pronunciation, based on phonetics. Methodical comparison of English and French sounds. This course is intended for students who have never studied phonetics, and for those who have never attacked the problem of their own pronunciation in a scientific manner. Intensive oral and ear training.

Sect. I at 8:00. M. CONSTANS.
Sect. II at 9:00. MME TOURTEBATTE.
Sect. III at 12:00. M. CONSTANS.
Sect. IV at 11:00. M. CONSTANS.
Sect. V at 12:00. MME TOURTEBATTE.

25. DICTION, INTONATION, ELOCUTION.

This course is of capital importance to complete the work done in phonetics, and should not be taken without a good knowledge of phonetics. Its essential aim is to correct the mistakes in French intonation so frequent among Anglo-Saxons, and to acquire, not an artificial pronunciation, but the expressive and musical shading for French diction, used in ordinary conversation as well as in reading or speaking in public. Phonographs and discs will be frequently used, as well as the recording phonograph, enabling students to anlyze and correct their own diction. The work will be essentially "personal" and systematic. Placement tests will be given at the beginning, and the number of students in each section will be limited to fifteen.

Sect. I at 9:00. MLLE REY.
Sect. II at 11:00. MLLE REY.

NOTE: All students in the school, and especially those in the phonetics department, are urged to make the largest possible use of the Phonetics Center, with its recording and listening machines and fine collection of records. The phonetics instructors will hold regular consultation hours at the Center to assist students with their pronunciation problems, and to criticize their recordings.

C. Methods and Professional Training

Directeur d'études, Mr. Myron

31. NEW DEVELOPMENTS IN MODERN LANGUAGE TEACHING.

As a result of the war, of new governmental and popular interest in languages, and particularly of new methods developed for the Army Specialized Training Program and the Navy language training centers, much new light has been shed upon the teaching of modern foreign languages in our high schools and colleges. Reacting against the "reading method," the general demand is now for aural-oral mastery. The armed forces' need for quick results developed new techniques for accelerated and intensive courses with specific objectives. Although conditions in the usual high school language class are quite different, a careful study of the new techniques can make significant contributions. The purpose of this course is to examine all these new developments both in theory and in practice—the linguistic approach; the "informant" technique; the "intensive" program; prognosis and achievement tests; new class materials, syllabi and equipment; the results of civilian experiments, etc. A demonstration class will be organized at the intermediate level, as a subject for observation and discussion. Required reading in current publications, written and oral reports, class discussions.

Daily at 12:00. Mr. Myron.

33. FRENCH CLUB ACTIVITIES.

The Cercle Français should be a lively centre where the various aspects of the study of French are organized to stimulate greater student interest. In this course, the various practical problems involved will be carefully considered: the initial organization of a Cercle, the means of creating and maintaining a French atmosphere, the psychological background, the mastery of the requisite procedures, the finding and utilization of desirable material. Type programs will be worked out with all necessary documentation. Ways of providing entertainment and of fostering sociability. Songs, games, plays, dramatizations and adaptations, source material, the use of magazines, newspapers, photographs, stereopticon slides, films, etc. Students will have access to the valuable reference library and the material collected in Pearsons Hall. Personal conferences with the instructor about special problems.

Textbooks: *Le Cercle Français*, by Ruth C. Morize; and *Le Cercle Français*, by R. P. Jameson.

Daily at 10:00. Miss Crandall.

Note: This department also offers to all students in the school the facilities of the Realia Collections in Pearsons Hall. Documentary and teaching material of all kinds is gathered here, together with extensive files of suggestions and sources. Students are urged to consult Miss Crandall, in charge of the collections, about their special needs.

D. Literature and Civilization

Directeur d'études, M. Guilloton

43. FRANCE BETWEEN TWO WARS: 1919–1940.

The purpose of this course is to give the student a survey of the events which led France from Clémenceau and Poincaré to Blum and Daladier, from the *Chambre bleu-horizon* to the *Front Populaire*, from the Peace of Versailles to the 1940 armistice. The topics discussed will include problems of internal and foreign policy: the financial,

social and economic difficulties of the Third Republic—the conflict between parties and the new ideologies—the interplay of home politics and world events, etc. This study will enable the student to get a clearer understanding of recent developments in France—the policies of Vichy; the doctrine of the Resistance movements; the emergence of DeGaulle and his government. It will also furnish the informational background to understand the French point of view on European problems during the coming peace negotiations.

Daily at 9:00. M. GUILLOTON.

44. PROBLEMS OF POSTWAR FRANCE.

France, having come through the trying experiences of the German occupation, courageously faces a number of difficult and complex problems as the European war comes to an end. The purpose of this course is to analyze the postwar situation of France, both domestic and international; and the material and moral factors, already existing or newly developed, which may help her solve her problems. Particular attention will be given to the following points: the reorganization and rôle of the army; the problems of economic, financial, social, educational, and political reconstruction; public health; the colonial policy; French attitude toward and participation in an international organization.

Daily at 10:00. M. BOURCIER.

46. CONTEMPORARY FRENCH THEATRE.

The principal aspects of dramatic activity in France from 1900 to the present day. *Théâtres du boulevard, Théâtres subventionnés, Scènes d'avant-garde.* A study of a few plays chosen among those which best represent present tendencies. Outside readings, class discussion, written reports.

Daily at 10:00. M. COINDREAU.

47. INTRODUCTION TO FRANCE.

To students who are unfamiliar with France and who cannot at present acquire a personal knowledge of it by travel, this course will offer the opportunity to discover France for themselves. The course will group the essential information of a geographical, social, historical, sociological, and cultural nature, and organize it for a general understanding of the land of France and its civilization.

Daily at 11:00. M. BOURCIER.

51. THE FRENCH NOVEL BETWEEN TWO WARS.

A careful study and critical discussion of the major trends and outstanding examples of the contemporary French novel between 1919 and 1939. The authors studied will include Mauriac, Duhamel, Gide, Malraux, Giraudoux, and Martin du Gard. An attempt will be made to see in the novel an expression of social and political thinking. Lectures, collateral readings, and class discussions.

Daily at 9:00. MLLE LELIEPVRE.

52. DEVELOPMENT OF FRENCH DRAMA.

A survey of the history of the French theatre, from the Renaissance to the present day. A study of the general dramatic tendencies of each century and of the most sig-

nificant writers. The list of works to be studied is made up largely of plays familiar to reading courses. The purpose of the course is to attempt literary evaluation of these works in the light of the evolution of the French drama and literature. Collateral readings, class discussion, written reports.

Daily at 10:00. M. Denkinger.

57. FRENCH LITERATURE OF THE SEVENTEENTH CENTURY.

Lectures, short tests on essential historical and biographical data, readings. Aids to study (mimeographed sheets, classical texts, documentary illustrations, etc.) will be supplied at various times. Students should own a good manual of French literature, preferably Lanson et Tuffrau, *Manuel ill.*, Hachette. The anthology to be used is Peyre and Grant, *Seventeenth Century French Prose and Poetry*, Heath. The course is designed to give the student a broad understanding of the unfolding of the classical school, full attention being given to other great writers besides the dramatists (Descartes, Pascal, etc.).

Daily at 12:00. M. Denkinger.

58. THE RENAISSANCE AND ITS GREAT WRITERS.

An analysis of the Renaissance and the humanistic movement as it expressed itself in the works of the leading authors of France in the sixteenth century. A careful study, with "explications de textes," of the writings and ideas of Rabelais, Ronsard, du Bellay, d'Aubigné, Montaigne and Calvin. Discussion of literary tendencies, outside reading, written and oral reports.

Daily at 12:00. M. Coindreau.

63. EXPLICATIONS DE TEXTES.

Practical direction and help in the reading and the interpretation of French authors, according to a method extensively used in French universities. Demonstrations and criticisms by the instructor, written preparation and oral practice by the students. Short passages from representative authors will be chosen for detailed analysis. The course will also be valuable for a review of the main currents of French literature.

Daily at 9:00. M. Guiet.

66. MODERN FRENCH FICTION.

A course at the intermediate level, intended to develop vocabulary and facility in reading, an appreciation of literary style, and an understanding of contemporary prose authors. The course will be helpful in preparing for a reading examination, or as an introduction to advanced courses in French contemporary literature. Proust, Maurois, Morand, Duhamel, Romains and others will be represented among the writers studied. Class discussions and oral reports. (The course will count for undergraduate but not for graduate credit.)

Daily at 11:00. M. Guiet.

Note: All students, especially doctorate candidates, who are working on a problem of literary research or any other academic project, should not fail to profit by the individual guidance offered by the school staff. Personal interviews and consultations will be arranged with members of the staff who specialize in the same field.

E. Oral Practice

Directeur d'études, M. Thomas

74. ADVANCED ORAL PRACTICE AND SELF-EXPRESSION.

Carefully selected groups, limited to ten students, for intensive training in French oral practice, public speaking, and self-expression. A detailed program arranged for each hour; prepared discussion on assigned subjects, with definite vocabulary preparation; short debates, oral reports, oral criticisms of books or articles.

This course is required for the Master's degree. Students may enroll on approval for the first week. At the end of the week, students will be assigned to the proper section of this course, or to Course 75.

Sect. I at 11:00. — Mme Guilloton.
Sect. II at 10:00. — Mme Guilloton.

75. CONVERSATION AND VOCABULARY.

This course is intended for students who can understand French readily, but who speak it hesitatingly and who need to develop fluency and confidence in the spoken language, by a systematic method. The effective two-hour plan will again be used. The entire group of students enrolled in all the sections will meet each morning under the instruction of M. Thomas. A thorough study of the material to be used in the conversation sections for the day will be made: words, their correct pronunciation, their exact meaning, their "family," synonyms with various shades of meaning; idiomatic uses, suggestions for discussions, etc. After this general meeting, the students will meet in small sections, of eight or ten, and the entire hour will be devoted to actual conversation by the students. (This course does not count toward the M.A. degree.)

General meeting daily at 8:00; attendance required of all students enrolled in the course.

Sect. I at 9:00. — Mlle d'Arlin.
Sect. II at 9:00. — Mlle de Bidart.
Sect. III at 10:00. — Mlle Rey.
Sect. IV at 10:00. — Mlle d'Arlin.
Sect. V at 11:00. — Mlle de Bidart.
Sect. VI at 11:00. — Mlle d'Arlin.
Sect. VII at 12:00. — M. Thomas.

76. ELEMENTS OF ORAL PRACTICE.

This course is planned for students who have a good knowledge of written French, but have had little or no opportunity to hear the language and to speak it. Those whose preparation has been chiefly by the "reading method" will be assisted in changing their vocabulary from a "passive" to an "active "one. The class work will comprise constant repetition of the elements of everyday speech; drill in the systematic increase of oral vocabulary; and the development of self-confidence in expressing ideas in a foreign language. The course is introductory to Course 75, and students may be assigned to either one according to their ability. (This course does not count toward the M.A. degree.)

Sect. I at 9:00. — M. Thomas.
Sect. II at 2:00. — Mr. Myron.
Sect. III at 12:00. — Mlle de Bidart.

Credits Two credits will be allowed for each course, unless otherwise indicated. All courses count toward the Bachelor's degree, and all except Courses 14, 66, 75, and 76 count for the Master's degree. (The courses which do not count for the M.A. are: Intermediate Composition, Modern French Fiction, Conversation and Vocabulary, and Elements of Oral Practice.)

Courses 11 and 12, in Advanced Composition and Stylistics, may with the consent of the Dean be taken a second summer for credit, since the material of the course is varied each year.

Course Requirements for the M. A. All candidates for the Master's degree are required to pass, before the completion of their work, an advanced course in each of the following subjects: Stylistics, Phonetics, Methods, Literature, and Oral Practice. Courses 12, 23, 31, 74, and any courses in Group D other than 47 and 66 satisfy these requirements. Students who have transferred credit for an equivalent course taken elsewhere may request release from the requirement.

Fees For complete information concerning fees, rules governing auditors and special registration, reservations, etc., see pages 10 to 11.

Realia Collections A unique and valuable collection of illustrative material has been assembled at the school, and is on display at Pearsons Hall. Provincial costumes, small models of regional houses and furniture, dressed dolls, santons, Guignol accessories, shelves of books for children, illustrated magazines, language games of all sorts, railway posters, postcards and photographs of all parts of France, decorations for classrooms, and extensive files of suggested realia and sources for obtaining it—all these may be examined and consulted by students at any time.

French Libraries The French Libraries, in the College Library and in the Château, contain over 8,500 volumes, dealing with the French language, literature, history, and civilization. They include recent publications of note in fiction, poetry, and drama; and were enriched in 1938 by a very generous gift from the French government. The collections on the subjects of realia, art, and teaching methods are noteworthy.

Phonetics Center The scientific equipment for the study of pronunciation is assembled in a coordinated unit on the ground floor of Pearsons, and is known as the Phonetics Center. Students will find there the recording phonograph, the Soundmiror for magnetic recording on copper tape, dictaphones for temporary recording on wax cylinders, individual booths with electric phonographs equipped with ear-phones, and a large collection of commercial phonograph records of French speech. Two assistants

will be in charge of this equipment, and will be on duty during all class and study periods to aid students in their work. Regular consultations will also be arranged with members of the phonetics staff, for individual coaching, and correction of recordings.

Books During the session there are two bookstores for the French School. The College Bookstore, on the ground floor of Munroe Hall, carries class textbooks, dictionaries, and school editions printed in this country. The French Bookstore in Pearsons Hall attempts to reproduce for the student a bookshop in Paris, handling French texts and reference works, but specializing in modern literature. A complete collection of French books published in this country or Canada during the war—novels, poetry, drama, and non-fiction—will be found, as well as a fair stock of prewar books.

Other Equipment All the teaching equipment of the school is exceptionally complete. In addition to the Phonetics Center and the Realia Collections, the school is well supplied with wall maps, charts, stereopticon and opaque projectors, silent and sound moving picture projectors, etc. A large collection of slides on French geography, the history of French art and period styles was secured through the cooperation of the Ministère des Affaires Étrangères and M. Robert-Rey, Inspecteur général des Beaux-Arts. Extensive use is made of mimeographed material at the school, each class being supplied with full outlines, schedules, and special exercises at very small cost.

LIFE IN THE SCHOOL

Use of French *No student will be admitted to the school unless he is able and willing to use only French, during the seven weeks of the session, even in the individual dormitory rooms.* At the opening of the school, each student will be required to sign a formal statement, *pledging his word of honor* to observe this rule of no English. The Dean reserves the right to dismiss from the school students who willfully break this rule. (See page 5.)

Dormitory Life All the dormitories of the school are in fact French Houses, since French is the only language used. Each dormitory is under the supervision of the Dean, through his agents appointed by the College, and they are responsible to him for the discipline in the building.

In addition, provision is made for further development of the social life in each house by the appointment of hostesses. They will assist in fostering the spirit of informal friendliness between students.

There is a graduate nurse in residence on the campus, within the reach of every student. The students may feel that they are amply protected in case of any emergency.

Forest Hall One of the newest and finest dormitories on the campus is Forest Hall. It is built of native stone in colonial style; all rooms are single, with washroom between every two rooms. There are reception rooms, parlors, and dining rooms, accommodating all the students living in the building. The offices of M. Morize and M. Guilloton, as well as the faculty club room, are also located here.

Le Château The Château is one of the most striking features enjoyed by the French School, and is a picturesque expression of the French atmosphere. The architecture of the Château is inspired by the Pavillon Henri IV of the Palace of Fontainebleau. The edifice is typically French inside and out. The large salon is attractively furnished in the period of the early eighteenth century. The Château also contains the tasteful salon of the faculty, two classrooms, a library, and the offices of the Dean.

Other French Houses Pearsons Hall is a large white marble structure of colonial style, located on a height overlooking the surrounding country in all directions. Battell Cottage is adjacent, with rooms and a large dining hall. Pleasant shaded grounds adjoin Battell Cottage and Pearsons Hall. Hillcrest Cottage is just across the street. Hillside Cottage is on the road leading to the Château.

Scène de "L'Amour Médecin"

Chairs on the lawn and under the trees provide pleasant opportunities for reading and study out of doors.

Dining Halls The dining halls in Battell Cottage, Forest Hall and the Château will probably be available to the French School. The students gather at tables for seven or nine, each table presided over by a member of the faculty. Students and teachers rotate according to a fixed schedule, enabling all to get better acquainted. The table offers excellent opportunity for French conversation. Different viewpoints with a common purpose stimulate all students to participate actively in the discussions.

Entertainments The Thursday evening dramatic entertainments will be an important feature of the school life. Under the direction of Mlle Leliepvre, groups of faculty and students will present a varied program of plays. Community singing of folk songs is an important part of these Thursday evening meetings. *Chantons un peu*, by R. M. Conniston, Odyssey Press, will be used; students should bring their own copy. There will be lectures on Tuesday evenings by M. Morize and others, on subjects drawn from various phases of French life and culture. A program of special lectures is also being arranged.

Music One of the most enjoyable elements of the school program is the series of concerts of chamber music on Sunday evenings. These concerts are given by resident musicians or special guest artists. Mlle Emma Boynet, the distinguished French pianist and pupil of Isidore Philipp, will be a member of the resident staff and will give several concerts or lecture-recitals during the session. Mlle Boynet will also accept a limited number of private pupils.

Chapel Services Chapel services in French will be held, as in the past, every Sunday morning at 10:45 in the Mead Memorial Chapel. These services are not obligatory but all persons interested in French are invited to attend. Short organ recitals and auditions of religious music are given. The large vested choir will continue to be a feature of the chapel services.

Arrival Beginning Friday morning, June 29, students will be met at the train by a representative of the French School, who will direct them to taxis and assist them with arrangements for luggage. As soon as possible, students shou'd report to the Dean to register for their courses, and to receive other information. (See also pages 9 and 10).

The first official assembly of the French School will be held on Sunday evening, July 1, at 8:00 at the Playhouse. All students are required to attend. Classes begin at 8:00 Monday morning, July 2.

Consultations The entire staff of the school places itself at the disposal of the students for consultation and assistance. M. Guilloton, Acting Director, assisted by Mme Gall-Bernot, will hold regular consultation hours for all students in offices in Forest Hall. The Dean, Mr. Freeman, may be consulted at the Château Office daily from 9:00 to 12:00, and by appointment, on all matters concerning courses, schedules, credits, etc.

Correspondence Correspondence concerning courses, credits, degrees, and admission to the school should be addressed to Prof. Stephen A. Freeman, Dean of the French School, Middlebury College, Middlebury, Vermont. Correspondence concerning rooms, fees and other general information should be addressed to the Secretary of the Language Schools, Middlebury College.

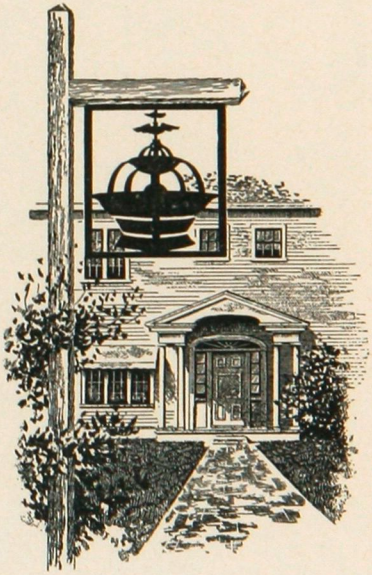
Winter Session The attention of teachers is called to the fact that the Middlebury French School is in operation throughout the year. Students may enter for the summer, fall, or spring terms. This school offers unusual advantages to those desirous of perfecting themselves in the French language and literature. The rule of speaking only French is maintained throughout the school year. The winter faculty is almost entirely native French. Regular and special courses are offered, counting toward the Master's degree. The school cooperates actively with its graduates in their search for positions. Professor Freeman will be glad to discuss possibilities of study with anyone interested.

Scholarships For the summer of 1945 twenty-two scholarships of fifty dollars each are available for students who must have financial help in order to attend the school. These scholarships will be awarded on the basis of need, merit, and scholastic promise. Application blanks may be obtained from the Dean, and must be filed before May 1. The awards will be announced before May 15.

Two of the above scholarships are due to the generosity of Mrs. James Richardson of Providence, R. I., who has established a fund known as the James Richardson Scholarships. Grateful acknowledgement is also made of three other special scholarships, made possible by the generous contributions of friends and former students.

Self-Help Another important way in which students may assist in defraying their expenses is by waiting on table in the French dining halls. The waiters and waitresses are students of the school, who are able to use French exclusively in the dining halls. The remuneration for this service is their board. The remaining cost of the summer session may be as low as $125. Those interested should write to Dean Freeman for application blanks.

Deutsche Sommerschule



THE GERMAN SCHOOL

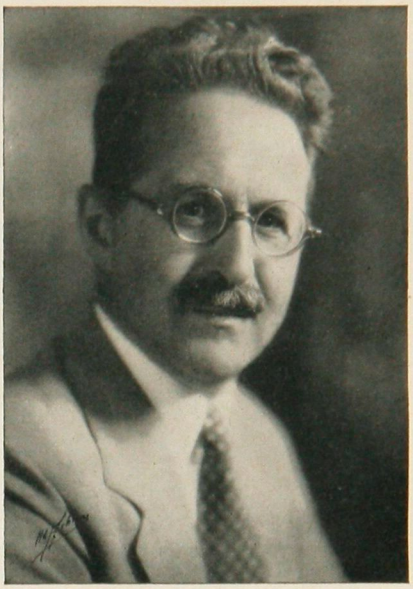
(From July 2 to August 16)

The Middlebury German School is the forerunner of all the Middlebury Language Schools which were modelled after the "Middlebury Idea." It was founded in 1915 on the initiative of Miss Marian P. Whitney, former head of the German Department of Vassar College, and of Miss Lilian L. Stroebe of Vassar who was its director until 1918. When the school reopened in 1931, Professor Ernst Feise of Johns Hopkins University was appointed Director and the School was removed to the neighboring village of Bristol in accordance with the two leading principles of the Middlebury Summer Schools, isolation and concentration.

The Idea This segregation seemed necessary if students were to concentrate all their efforts upon one language alone; for, remote from the contact with the other foreign languages and not distracted by the life of a larger English-speaking community around them, they may merge into the intimate circle in which German is their sole medium of communication.

Der deutsche Flügel des Bristol Inn

GERMAN SCHOOL STAFF



ERNST FEISE, *Director.*

Universities of Berlin, München, and Leipzig, 1902–08; Ph.D., Leipzig, 1908. University of Wisconsin: Instructor in German, 1908–12; Assistant Professor, 1912–15; Associate Professor, 1915–17. Oberlehrer at the Collegio Aleman, Mexico City, 1920–23. Inspector of English in the Mexican Schools, 1923. The Ohio State University: Assistant Professor of German, 1924–27. The Johns Hopkins University: Associate Professor of German 1927–28, Professor of German, since 1928. National President AATG, 1939, 1940. The Middlebury College German School, since 1931.

Publications: *Die Leiden des jungen Werthers von Johann Wolfgang Goethe*, Oxford University Press, 1914; Goethe's *Hermann und Dorothea*, Scribner's, 1917; Hauptmann's *Einsame Menschen* (with M. G. Evans), Henry Holt and Co., 1930; articles in Germanic Review, Modern Language Notes, Monatshefte für deutschen Unterricht, and other periodicals. Advisory Editor Modern Language Notes; Editorial Board, Monatshefte für deutschen Unterricht. General Editor Gateway Books, W. W. Norton, Inc.

WERNER NEUSE, *Dean.*

Universities of Berlin (1918–23) and Giessen (1929–30); Teachers College Columbia University, 1928–29. Ph.D., Giessen, 1930. Studienreferendar and Studienassessor at various schools in Berlin, 1923–27. University of Wisconsin, Instructor in German, 1927–28; Hunter College, Instructor in German, 1928–29; Studienrat, Berlin-Neukölln, 1930; University of Wisconsin, Instructor in German, 1930–31. New York University, Instructor, 1931–32. Middlebury College, Associate Professor, 1932–42, Professor, since 1942. The Middlebury German School, since 1931.

Publications: *Friedrich Schnack: Klick aus dem Spielzeugladen*, Henry Holt and Co., 1935; *Wege zur deutschen Kultur*, J. B. Lippincott Company, 1937; *Vom Bild zum Wort*, J. B. Lippincott Company, 1938; *Kleine Deutsche Realienkunde*, Publications of the Interscholastic Federation, 1940; *Heitere Geschichten*, W. W. Norton, 1940; articles in various journals.

VICTOR ZUCKERKANDL. *Visiting Lecturer.*

Ph.D., University of Vienna, 1927. Conductor, Opernhaus Barmen-Elberfeld, 1921–23; Conductor, Philharmonischer Chor, Vienna, 1924–27; Music Critic, Ullstein Publishing Co., Berlin, 1927–33. Lecturer, Vienna Academy of Music, 1936–37; Lecturer in Music, Wellesley College, 1940–42.

Publications: *Die musikalische Gestaltung der grossen Opernpartien*, Max Hesse Verlag, Berlin, 1933; *Music Education in the Liberal Arts College*, Harvard Educational Review, 1944; Articles in German, Swiss, and English Periodicals and Magazines.

HELEN OTT.

A.B., New York State College for Teachers, 1925; A.M., Middlebury German School, 1935. Teacher in Watertown, N.Y., 1925–26; Ravenna, N.Y., 1926–31; Sag Harbor, N.Y., 1931–33; Albany, N.Y., since 1933. Middlebury German School, 1937–39, 1941, 1944—.

FRANZ RAPP.

Universities of Munich and Erlangen, 1903–14. Ph.D., Erlangen, 1914. Assistant at Archeological Institute and Art Gallery of University of Erlangen, 1908–14; Theatre Museum, Munich: Assistant Curator, Curator and Chief Curator, 1919–36; Professor, Academy for Applied Art, Munich, 1929–35; Lecturer, Deutsche Schauspiel- und Filmschule, Munich, 1932–34; Lecturer, University of Cambridge and Warburg Institute at London, 1939; Honorary Fellow in Theatre and Dramatic Criticism, Yale University, 1939–41. Librarian, Theatre Collection, and Lecturer, Educational Project: New York Public Library, since 1941. Middlebury College German School, 1941, 1945.

Publications: *Architekturdarstellungen auf Griechischen Vasen; Goethes Faust auf der Bühne; Süddeutsche Theaterdekorationen aus drei Jahrhunderten; Gliederung und Aufbau de Deutschen Theaterausstellung Magdeburg; Goethe und München; Ein unbekanntes Bildnis C. M. von Webers.* Articles in Museumskunde, Neues Archiv für Theatergeschichte, Contemporary Review, Monatshefte für deutschen Unterricht, Theatre Annual, etc.

ARNO C. SCHIROKAUER.

Universities of Berlin, Halle, Munich, 1918–21; Ph.D., Munich, 1921. Research Assistant: University of Munich, Bavarian Academy of Sciences, Deutsche Bücherei, 1921–28; Assistant Professor of German, Southwestern, 1939–41. Research Fellow, Yale University, 1941–43; Visiting Professor of German, Kenyon College, 1943–44; Yale University, 1944—. Middlebury College German School, 1942—.

Publications: *Mittelhochdeutsche Reimgrammatik; Expressionismus der Lyrik; Lassalle.* Articles and reviews in German and American periodicals. Corona. Studies in Philology. (Co-Editor), 1941.

HEINRICH SCHNEIDER.

Universities of Tuebingen, Leipzig, and Giessen, 1908–13; Ph.D., Giessen, 1911; Assistant, Assistant Librarian, and Librarian: University Library, Giessen, 1912–21; Librarian and Director, Braunschweigische Landesbibliothek in Wolfenbuettel, 1921–26; Second Director: State Libraries, and Vice-Chairman and Lecturer: Volkshochschule in Luebeck, 1926–33. American College, Sofia, Bulgaria. Professor and Head of Modern Language Department, 1933–36; Wheaton College, Norton, Mass.; Assistant Professor of German, 1936–37; Cornell University, Instructor in German, 1937–38; Assistant Professor, 1938–42; Associate Professor since 1942; Middlebury German School, 1945.

Publications: *Das Beiwort Schillers und Goethes; Lessing und Wolfenbuettel; Geschichte der Universitätsbibliothek Helmstedt; Abraham v. Franckenbergs Raphael oder Arzt-Engel; Das Bildnis Eva Lessings; Karl Wilhelm Jerusalem; Das Buch Lessing; Lessing; Joachim Morsius und sein Kreis; Die Geibelsammlung der Luebecker Bibliothek; Klaus Groth und Emanuel Giebel.*

Official publications of the Giessen, Wolfenbuettel and Luebeck Libraries (catalogues, guides, etc.). Editor and co-editor of periodicals, new editions, anthologies, "Festschriften," textbooks, etc. Articles and reviews in German and American periodicals and German newspapers, 1911–44.

RUTH A. H. SEIFERT.

A.B., Carnegie Institute of Technology; A.M., Middlebury College German School, 1944; Juillard School of Music, New York, 1943–45; Diploma in Organ, 1944. Middlebury College German School, 1943—.

HARRY STEINHAUER

University of Toronto, 1923–28; Ph.D., 1937; Leipzig, 1930. Professor of German and French, University of Saskatchewan, 1929–43; Professor of German, University of Manitoba, since 1943.

Publications: *An Elementary German Grammer; Die deutsche Novelle 1880–1933; Das deutsche Drama 1880–1933; Modern German Short Stories; Deutsche Kultur; ein Lesebuch; An Omnibus of French Literature* (in collaboration). Articles and reviews in American, British and Canadian journals. Contributor to the *Dictionary of World Literature.*

SPECIAL LECTURE SERIES

THE GERMAN OPERA. A survey of German opera and its significance to the German mind; with special reference to the ideas of German poets and philosophers, from Herder to Brecht, on the mission of the musical drama, by Dr. Victor Zuckerkandl.—The operatic stage and its development, by Dr. Franz Rapp.

The following operas will be discussed individually: Mozart, Die Zauberflöte; Beethoven, Fidelio; Weber, Der Freischütz; Wagner, Lohengrin and Die Meistersinger von Nürnberg; Strauss, Ariadne auf Naxos; Weill, Die Bürgschaft. (Students are invited to bring scores for the singing of selected parts.)

Die Deutsche Schule 1944

THE COURSES OF STUDY

A. Literature

(An advance reading list for literature courses will be furnished by the Language Schools Office or the Dean upon application)

13. THE CLASSICAL PERIOD.
A survey of German literature from 1750 to the death of Goethe. Lectures, reports and readings in the principal authors of the period, particularly Lessing, Herder, the *Stürmer und Dränger*, Schiller and Goethe. 8:30 MR. FEISE.

20. SPECIAL INVESTIGATION.
Students may work on special topics under the guidance of one of the members of the staff. They are urged, however, to confer with the Director before the opening of the School so that the object may be defined and the necessary books procured.

34. LYRIC POETRY OF THE NINETEENTH CENTURY.
An introduction to the authors and problems of the lyric poetry of the 19th century, with emphasis on rhythm and structural forms. 10:30 MR. FEISE.

36. MODERN DRAMA.
A survey of the drama, its problems, forms, and staging from Naturalism to Neo-realism. 11:30 MR. RAPP.

37. MODERN FICTION.
Stories of the 19th and 20th centuries will be read and discussed in detail during the first part of the session; during the second, critical analysis will be based upon more rapid reading. (No advanced students will be admitted so that reading and speaking abilities may be developed gradually.) 9:30 MR. SCHNEIDER.

B. Civilization

41. A SURVEY OF GERMAN HISTORY.
After a rapid survey of the earlier centuries of German history, special attention will be given to the period since 1800. Lectures and reports.
9:30 MR. SCHIROKAUER.

C. Language

51. HISTORICAL SURVEY OF THE GERMAN LANGUAGE.
An introduction to the essentials of German phonology, morphology, syntax, and semantics, with special emphasis upon the development of *Neuhochdeutsch*. Lectures and illustrative readings. 11:30 MR. SCHIROKAUER.

55. PRACTICAL PHONETICS.
A study of the formation and combination of German speech sounds with practical exercises. Special emphasis will be laid on characteristics of spoken German such as rhythm and speech melody as factors of expression. 8:30 MR. NEUSE.
All students deficient in German pronunciation will be obliged to do special work in the phonetics laboratory under supervision until their defects are corrected.

D. Language Practice

A. BEGINNERS' COURSE.

The fundamentals of German grammar; drill in correct pronunciation; dictation; conversation; readings.

This course is open only to students in the other Middlebury Schools who wish to begin the study of German. *It is not open to members of the German School and will not count for graduate credit.* (See p. 6).

Daily at 8:00 (Middlebury Campus).

61. ADVANCED COMPOSITION AND STYLISTICS.

A systematic study of style, shades of meaning, adequacy of expression. Model selections of prose and master translations will form the basis for imitative composition and for translation of passages of increasing difficulty. A thorough knowledge of German grammar is prerequisite for this course. 7:30 MR. NEUSE.

65. COMPOSITION AND GRAMMAR REVIEW.

A systematic review of German grammar and syntax. Compositions of gradually increasing difficulty, proceeding from concrete observations to theoretical and abstract discussion. Study of synonyms and idioms. 7:30 MR. SCHNEIDER.

68. GRAMMAR.

A thorough and systematic review of German grammar, syntax, and basic vocabulary. Reading and stylistic analysis of simple prose and poetry. Daily papers and reports. This course is supplemented by the ORAL PRACTICE course and should be taken only in conjunction with it. No auditors. Two credits (no credit toward the M.A. degree). 7:30 MR. STEINHAUER.

69. ORAL PRACTICE.

The goal of this course is to develop the ability to use German correctly and idiomatically in conversation. Beginning with reading exercises and reports, it will proceed to the organization of the vocabulary into thought groups which will serve as the basis for conversation and group discussion. Since this course is designed to supplement the GRAMMAR course, it should be taken alone only by students who have demonstrated a fair knowledge of grammar in the preliminary examination (see page 40.) No auditors. Two credits (no credit toward the M.A. degree). 8:30 MR. STEINHAUER.

LANGUAGE CLINIC. Students who need special assistance on account of particular deficiencies in grammar, written and oral expression, will be assigned to individual members of the staff for extra work.

SCHEDULE *(subject to change)*

	7:00 Breakfast	
7:30 Advanced Composition	Composition	Grammar
8:30 Classical Period	Phonetics	Oral Practice
9:30 History	Fiction	
10:30 Lyrics		
11:30 Drama	History of German Language	
	12:30 Lunch	
	6:30 Dinner	

Required Courses

Required courses for the Master's Degree are:

1. Two of the three Civilization Courses (41, 42, 43).
2. The History of the German Language (51).
3. Phonetics (55).
4. Methods of Teaching (71, including some teaching under observation in the Demonstration School).
5. Advanced Composition (61).
6. At least 8 credits in German Literature at the Middlebury College School of German, among which must be a survey course (preferably 13 or 15).

Required courses for the Degree of Doctor of Modern Languages (in addition to the foregoing courses) are:

1. One additional Civilization Course (Group B).
2. A complete Survey of German Literature (Group A).
3. Goethe's *Faust* (21).

Study Plan

The following list of courses, covering the next four years but subject to minor changes, is offered to facilitate the selection of studies especially for students working toward a degree.

A. LITERATURE

Survey Courses (4 year rotation)

11. Early Literature (1947)
12. Barock und Aufklärung (1948)
13. The Classical Period (1945)
14. The Romantic Period (1946)
15. Nineteenth Century (1947)

Detailed Studies

20. Special Investigation (yearly)
21. Goethe's *Faust* (1946)
22. Goethe's Novels
24. Lessing, Herder
25. Schiller
31. Kleist, Grillparzer, Hebbel
34. Lyric Poetry
35. 19th Century Fiction
36. Modern Drama
37. Modern Fiction
38. Modern Lyrics
39. 20th Century Lit.

B. CIVILIZATION

(3 year rotation)

41. German History (1945)
42. German Folklore (1946)
43. German Art (1947)

C. LANGUAGE

51. History of the German Language (1945)
55. Phonetics

D. LANGUAGE PRACTICE

(yearly)

61. Advanced Composition
65. Composition and Grammar Review
68. Grammar
69. Oral Practice

E. THE TEACHING OF GERMAN

71. Methods of Teaching

On Tuesday, July 3, all new students will be given a preliminary examination covering grammar, free composition, and the ability to understand the spoken word. The purpose of this test is to determine the degree of proficiency of each student, thus helping him in choosing his courses adequately and obviating later changes. Beyond this it will in no way affect the student's standing in the school.

LIFE IN THE SCHOOL

The Aims The school is primarily designed for advanced students who, possessing a fair speaking and reading knowledge of German, wish to perfect their ability to use it and desire to deepen and broaden their acquaintance with German literature as well as with its cultural background and the soil on which it has grown. If such aims will appeal primarily to teachers and graduate students and those majoring in the language, they should also attract others who, interested in German from a cultural point of view, would welcome the association with a homogeneous group of persons of like tastes and interests.

Location The location proved highly successful from the very outset. The life of the little German community centers around the quaint New England square of the village, with the schoolhouse at one corner, the Bristol Inn at another, and the half dozen houses in which the students are located, scattered in the immediate vicinity. Owing to the good library lent by the College, the schoolrooms and the annex of the Inn radiate a German atmosphere essential for carrying out the plans of the school. For it is necessary that the student, beyond the knowledge to be acquired in the classroom, should come into an intimate contact with the cultural values of the foreign country.

Volkstanzen

The Work No elementary courses are given in Bristol; from the first, students speak the language of the school. Undergraduates with a good preparation will find sufficient work in intermediate courses offered and will be given proper consideration and reduced work if taking courses primarily intended for graduates. All instruction lies in the hands of native teachers, who also preside at the meals and are ready for help and advice in and outside of the classroom.

Admission For all questions concerning admission see page 4. In order to avoid too many changes during the first week of the session new students are asked to show in a preliminary test their proficiency in the German language (see page 40). Since the success of the school and the benefit derived from attending it depends on the creation of an atmosphere of intimate group consciousness and a carrying out of a carefully planned program of six weeks, participation in all official activities of the school, such as lectures, after-dinner gatherings, and singing is obligatory. *Students not wishing to participate in the social life of the school can be accepted only in very rare cases with the consent of the Director and after an examination in which they have proved their excellence in handling the language. They are, however, expected to take part in the daily singing and to attend extracurricular lectures and programs.* (For Auditors see page 11).

Credits Two credits will be allowed for all courses meeting five hours a week. All courses count toward the Baccalaureate degree and all except Beginners' Course A, Grammar (course 68) and Oral Practice (course 69) count towards the Master's degree. Other information concerning credits will be found on pages 6–7.

Degrees, Examinations, Fees For complete information concerning degrees, examinations, fees, opening of session, etc., see pages 7 to 12.

Center The social center and dining hall will be at the Bristol Inn in a separate annex. The Inn is an old hostelry, well known in Vermont for its gracious hospitality and superior cuisine.

Meals Breakfast will be served at seven, lunch at half-past twelve, and dinner at half-past six. The students gather at small tables, each table presided over by a member of the faculty. Students and teachers rotate according to a fixed schedule so as to enable all to get acquainted. After the noon meal German songs are sung in the *Gartensaal*, the social room of the German School back of the Inn.

Lectures Lectures will be given after dinner three times weekly. "Literarische Sonntagsandachten," not conflicting with local church services, will be held every Sunday morning.

Music Music is recognized as a primary factor in fostering the community spirit of the school. Emphasis is laid upon having the musical life of the school grow out of the active cooperation of the students themselves. Special attention will be given to the rehearsing and presentation of instrumental and vocal music by German composers. The scope of this extra-curricular activity will naturally depend on the presence of musical talent among the students. In order to make this musical activity possible and to prevent delay in its organization, all students are urged to bring their instruments and suitable music.

Recreation and Sport On Saturdays, the school organizes hikes into the nearby Green Mountains or to lakes in the Champlain Valley. Faculty members regularly participate in these outings, and students will enjoy this period of weekend relaxation during which the foreign language is used in an atmosphere different from that in the classroom and study. The local ball park where group games (Schlagball, etc.) are frequently played, offers further opportunities for physical exercise. On Tuesday and Friday evenings all students are expected to join in the folk dances which are taught on the lawn behind the Inn.

Auf dem Rasen

OTHER INFORMATION

Arrival On July 2, students should report in the Library of the German School which is located in the Gymnasium of the local High School. There the Director and Dean will advise them regarding courses and give out other information from 10:00 a. m. on. All students will meet the representatives of the College Treasurer at the same place.

The first meal will be supper at the Inn at 6:30 the same day. The first official assembly of the German School will be held at 8:30 in the *Gartensaal* of the Inn. All students are required to attend. Classes will begin at 7:30 Tuesday morning, July 3.

Bookstore At the Bücherstube books used in the courses may be purchased; but also other books and reproductions of paintings will be offered for sale at moderate prices. *For advance reading lists write to the Language Schools Office or the Dean.*

Opportunities for Service All waiters and waitresses in the German School dining hall must be able to speak German. In order to secure such a staff, opportunity is offered to a limited number of students to earn their board in return for their service. Those interested should write for application blanks to the Dean of the School as early as possible.

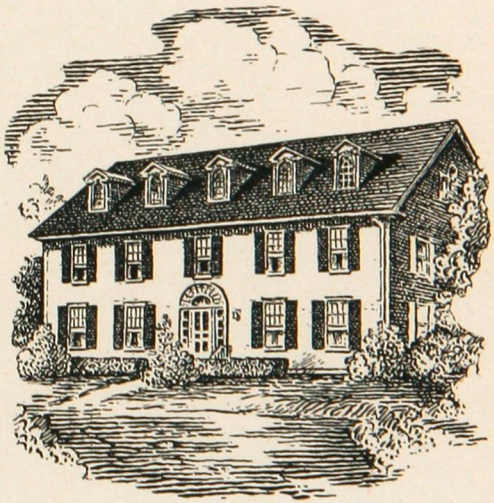
Scholarships In commemoration of the late Professor Martin Sommerfeld who taught in the German School in the summer of 1939, a scholarship fund was established through generous contributions from students and faculty. This scholarship, known as the *Martin Sommerfeld Scholarship*, will be awarded each year to the amount of $60, and it will be open to all former and new graduate students who would be unable to attend without financial assistance.

In addition to the *Martin Sommerfeld Scholarship* four other scholarships of $50 each are available.

These five scholarships will be awarded on the basis of need, merit, and scholastic promise. Application blanks may be obtained from the Dean of the German School and must be filed before May 15. The awards will be announced after June 1.

Address Correspondence concerning courses, credits, degrees, and admission to the School, should be addressed to Prof. Werner Neuse, Middlebury College, Middlebury, Vermont. Correspondence concerning rooms, fees, and other general information should be addressed to Language Schools Office, Middlebury College, Middlebury, Vermont.

Scuola Italiana



THE ITALIAN SCHOOL

(From June 29 to August 16)

The exigencies, both military and civic, created by the present global war, and the many and varied postwar opportunities for effective service in the task of reconstruction, direct special attention to the usefulness, indeed essential need, of a practical mastery of the spoken and written language of Italy. Moreover, because of the significant contribution of Italy to modern philosophy and science, the study of Italian has become a useful tool for scientific purposes, as well as for the pursuit of art, music, and literature. In addition to meeting the demand for the new implementation of spoken Italian, it will continue to be a major aim of the Middlebury Italian School to help preserve in America, for the enrichment of our national life, those values of Italian culture which are the prized heritage of all mankind.

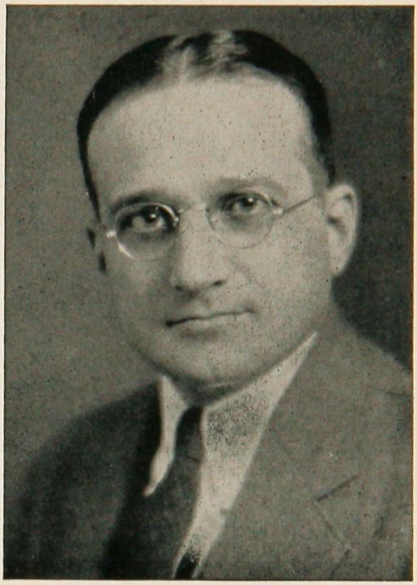
The Session of 1945 The Italian School of Middlebury College was founded in 1932 by Dr. Gabriella Bosano of Wellesley College. Since her resignation in 1938, the school has been most fortunate to have as Director, Dr. Camillo Merlino, Professor of Romance Languages at Boston University, and a past President of the American Association of Teachers of Italian.

He is pleased to announce the appointment, as Visiting Professor, of Dr. Nicola Milella, of City College, New York, as well as the return of Signorina Teresa Carbonara and of Signor Riccardo Mezzotero. The school welcomes to the faculty Dr. Yolanda di Silvestro, of Philadelphia.

In view of the increasing interest in the problem of postwar rehabilitation and reconstruction in Italy, Dr. Milella will give a special and timely course on PROBLEMS OF CONTEMPORARY ITALY. Having directed the Italian "Foreign Area" program for the Army at Cornell University, he is unusually well qualified to offer practical orientation for intelligent and effective service in war-torn Italy. Other new courses of an advanced character include THE ITALIAN RENAISSANCE AND THE MODERN WORLD to be taught by Professor Carbonara, and IL RISORGIMENTO to be given by Professor Mezzotero. Moreover, there will again be offered five carefully graded courses designed especially for training in spoken and written Italian.

ITALIAN SCHOOL STAFF

CAMILLO PASCAL MERLINO, *Director and Dean.*



A.B., Harvard University, 1923; A.M., 1926; Ph.D., 1928; Rogers Traveling Fellow of Harvard University, 1926–27, (study in France, Italy, and Spain); Instructor in French and Italian, Hobart College, 1923–24; Instructor in Romance Languages and Tutor in the Division of Modern Languages, Harvard University, 1924–26 and Radcliffe College, 1927–28; Instructor in French, University of California, 1928–29; Associate in Italian, Bryn Mawr College, 1929–30; Assistant Professor of Italian, University of Michigan, 1930–36; Associate Professor, 1936–37; Associate Professor of Romance Languages, Boston University, 1937–38; Professor, 1938—; Convenor for Foreign Languages in the Army Specialized Training Program 1943–44; Acting Director and Visiting Professor, Middlebury Italian Summer School, 1938; Director, 1939—.

Secretary-Treasurer of the American Association of Teachers of Italian, 1932–40; President, 1940; Member of the Executive Council of the National Federation of Modern Language Teachers and Vice-President for 1937; President of the Circolo Italiano di Boston, 1937—; Member of the Modern Language Association of America (Editorial Consultant, 1935—), Dante Society, American Association of University Professors, etc.

Publications: *The French Studies of Mario Equicola*, University of California Publications in Modern Philology, 1929; *A Bibliography of Italian Homage Volumes*, Italica, 1930; *References to Spanish Literature in Equicola's Natura de Amore*, Modern Philology, 1934; and other articles, as well as reviews and translations. Collaborator on the *Bibliografia Veneziana* for the R. Istituto Veneto di Scienze, Lettere ed Arti.

SIGNOR NICOLA MILELLA, *Visiting Professor.*

Pre-collegiate education in Italy; A.B. College of the City of New York, 1926; LL.B., Fordham University, 1929; J.S.D., St. John's University, Brooklyn, 1935.

Instructor in Romance Languages, Townsend Harris High School, 1931–42; Lecturer on Italian, School of Education, College of the City of New York, 1937–42; Lecturer on Italian, School of Education, New York University, 1939–42; Master of French and Spanish, Hackley School, Tarrytown, New York, 1942–45; Instructor in Spanish, Evening Session, City College, 1942–43; Chairman, Italian

Area, Army Specialized Training Program, Cornell University, 1943–44; Assistant Supervisor, Adult Education, College of the City of New York, 1944—.

Member of American Associations of Teachers of Italian, of French, and of Spanish; travel in France, Italy, Spain, and Japan.

SIGNORINA TERESA CARBONARA.

Born and educated in Italy; A.B., Barnard, 1920; A.M., Columbia University, 1921; completed residence requirements for Ph.D. at Columbia, 1925–29; Instructor in Latin and French, College of New Rochelle, 1921–24; Instructor in Italian, Spence School, New York, 1924–29; Instructor in Italian, Barnard College, 1929–45; Associate in Italian, 1945; Lecturer on general topics of Italian culture; contributor to professional publications; Middlebury Italian Summer School, 1936–42; 1944—.

SIGNORINA YOLANDA DI SILVESTRO

Licenza Ginnasiale Superiore, R. Convitto delle Mantellate, Florence, 1931; Licenza Liceale, *ibid.*, 1933; A.B., Rosemont College, Rosemont, Pa., 1934; A.M., University of Pennsylvania, 1935; Ph.D., University of Pennsylvania, 1941.

Instructor in Italian Language and Literature, Villanova College, 1936–39; Instructor in Italian Language and Literature, Rosemont College, 1939; Teacher of Italian and English, Thomas Junior High School, Philadelphia, 1942; Teacher of Italian, Spanish, and English, Bartlett Junior High School, Philadelphia, 1940, 1942—; Teacher of French, Girard College Summer School, 1943, 1944. Member of Pi Lambda Theta, national honorary fraternity in Education. Publications: *La vita e i romanzi di Grazia Deledda* (doctoral thesis), Philadelphia, 1945.

SIGNOR RICCARDO MEZZOTERO

Early education in Italy; A.B., The College of Wooster, 1922; A.M., Pennsylvania State College, 1925; graduate study at Yale University, 1930–33 and at the University of Chicago, summer 1933; further studies at Universities of Perugia, Aix-les-Bains, Paris and Grenoble. Instructor in Romance Languages, Pennsylvania State College, 1922–24; Asst. Prof. of Romance Languages, Allegheny College, 1925–27; Bates College, 1927–30; Head of Department of Modern Languages, Hamden (Conn.) High School, 1935—. For several years teacher of Conversational Italian on transatlantic tours and Mediterranean cruises. National officer, Phi Sigma Iota, 1927–31; Vice-President, Am. Assn. Teachers of French, Connecticut Chapter, 1942—; member of Am. Assn. Teachers of Italian, Am. Assn. of University Professors.

Auxiliary Personnel

SIGNORINA ELENA SACCO, A.M., Secretary to the Director
SIGNOR GIUSEPPE JACOVINO, B.S., Aide to the Director
SIGNORINA GIUSEPPINA ADAMO, B.S., Assistant in the Bookstore

THE COURSES OF STUDY

A. Language

A. BEGINNERS' COURSE.

Grammar; drill in correct pronunciation; dictation; conversation. Reading of modern Italian short stories and plays.

This course is open only to students in the other Middlebury Schools who wish to begin the study of Italian. *It will not be open to members of the Italian School, and will not count for graduate credit.* (See page 6.) Hours to be arranged. SIGNOR MEZZOTERO.

1. INTERMEDIATE GRAMMAR AND COMPOSITION.

A thorough review of Italian grammar. Constant oral and written practice, vocabulary building; free composition; translation. This course is intended for students who have a good elementary knowledge of the language; it aims to impart a reasonable degree of proficiency in the use of the fundamental principles of grammar.

Daily at 8:00. SIGNOR MEZZOTERO.

2. ADVANCED COMPOSITION.

An *advanced* course for students possessing a good knowledge of Italian. It will consist of translations from English into Italian of a variety of texts of increasing difficulty. There will also be practice in original composition. Frequent reference will be made to grammar and syntax in the systematic study of idioms and synonyms.

Daily at 8:00. SIGNOR MILELLA.

3. ORAL PRACTICE AND SELF-EXPRESSION.

Daily training in current Italian designed to help the student gain assurance in self-expression in the language. Word study, oral reports on concrete topics, and a systematic building up of the conversational vocabulary will be based on assigned topics and debates.

Daily at 9:00. SIGNORINA DI SILVESTRO.

4. ADVANCED ORAL PRACTICE AND SELF-EXPRESSION.

Intensive training in oral practice, public speaking, and self-expression. A detailed program arranged for each hour; prepared discussion on assigned subjects, with definite vocabulary preparation; short debates, oral reports, oral criticisms of books or articles.

Daily at 10:00. SIGNORINA DI SILVESTRO.

5. ORAL STYLISTICS.

This course is designed to meet, through carefully planned exercises, the needs of those who have already acquired general proficiency in the spoken language. It aims to develop natural fluency through emphasizing the difference between what is merely correct and what is Italian.

Daily at 11:00. SIGNORINA CARBONARA.

6. (FROM LATIN TO ITALIAN.)

Omitted in 1945.

7. (IDIOMATIC PROSE TRANSLATION.)

Omitted in 1945.

B. Literature and Civilization

11. PROBLEMS OF CONTEMPORARY ITALY.

Following a brief consideration of the cultural background of the Italians and of the problems resulting from their Unification in 1870, the rise, development, and collapse of Fascism will be studied in the light of domestic conditions as well as in relation to international affairs. Special attention will then be given to the Italian political situation of today, as well as to the needs, both physical and moral, of the people in the immediate postwar period.

This course is particularly designed for students of contemporary Italy and for the essential orientation of those preparing for intelligent and effective work of rehabilitation in that war-ravaged country.

Daily at 9:00. SIGNOR MILELLA.

12. THE ITALIAN RENAISSANCE AND THE MODERN WORLD.

After brief study of the origins of the Renaissance in Italy, the main currents of this "double discovery of man and of his world"—as represented by Leonardo da Vinci, Michelangelo, Machiavelli, Castiglione, Galileo, and Vico—will be analyzed in the light of their profound and continuing influence on the life and thought of modern society.

Daily at 10:00. SIGNORINA CARBONARA.

13. DANTE AND HIS TIMES (THE PARADISO).

In the course of three summers, the *Divina Commedia* is read and analyzed in its entirety in the light of the literary, political, and religious ideals of the Middle Ages. In 1945 the *Paradiso* will be the object of special study. This course may be taken for credit in three consecutive summers.

Daily at 8:00. SIGNOR MERLINO.

La Scuola Italiana, 1944

14. IL RISORGIMENTO.

Against the background of the history of Italy following the Congress of Vienna (1815), there will be studied and analyzed those literary works and social movements which were significant in helping to prepare the way for the political unification of the country in 1870.

Daily at 11:00. SIGNOR MEZZOTERO.

15. RESEARCH.

All students, especially candidates for the doctorate, who are working on a problem of literary or linguistic research, are invited to profit by the individual guidance offered by the school staff. Personal consultations will be arranged through the Director. Such assistance is gladly offered and students are urged to take advantage of it.

SIGNOR MERLINO,
with the collaboration of members of the staff.

Schedule of Classes

8:00	1	Intermediate Composition	SIGNOR MEZZOTERO
	2	Advanced Composition	SIGNOR MILELLA
	13	Dante and His Times	SIGNOR MERLINO
9:00	3	Oral Practice	SIGNORINA DI SILVESTRO
	11	Contemporary Italy	SIGNOR MILELLA
10:00	4	Advanced Oral Practice	SIGNORINA DI SILVESTRO
	12	Italian Renaissance	SIGNORINA CARBONARA
11:00	5	Oral Stylistics	SIGNORINA CARBONARA
	14	Il Risorgimento	SIGNOR MEZZOTERO

La classe di ballo folcloristico

LIFE IN THE SCHOOL

Use of Italian The Middlebury idea of language learning requires for its effective execution a genuinely friendly atmosphere. This friendliness and spirit of happy cooperation is one of the most attractive features of the school. With it, the rule of *no English* soon loses its rigor, and the exclusive use of Italian becomes a pleasant challenge and discovery from day to day.

Italian Dormitories For the summer of 1945, three fine fraternity houses on the Middlebury College campus, providing excellent dormitory accommodations, will serve as headquarters for the Italian School. Equipped with attractive social rooms and surrounded by spacious lawns shaded by trees, these houses lend themselves to the early development of an atmosphere of friendly informality so conducive to "oral practice"—one of the main features of the Middlebury experience. The Director and Mrs. Merlino will reside in Sigma Phi Epsilon, thus actively promoting the spirit of good fellowship and understanding in an Italian atmosphere.

The Italian Dining Room The attractive dining hall in Delta Upsilon will again be available to the Italian School. The hum of conversation in the dining room, which at times becomes a veritable din, is natural and spontaneous. Prompted and guided by understanding instructors who preside at each table, the students quickly overcome their linguistic shyness. In order to get better acquainted with one another and with all the instructors, students are required to rotate according to a fixed schedule.

Regularly enrolled students in the French School who have a knowledge of Italian may, with the permission of the Director, arrange to have some of their meals in the Italian dining room, if an exchange can be effected.

Activities The morning hours will be given over to class work, leaving the afternoon free for recreation and study. Students and teachers will meet frequently in the evening for readings, lectures, choral assemblies, and social gatherings. The school picnics, informal instruction in folk songs and folk dances, an Italian "Professor Quiz," the popular game of "bocce," and ample opportunity for hiking afford further pleasant relaxation. Furthermore, students of the Italian School are always cordially invited to attend the concerts of chamber music and other entertainments offered by the French School.

Credits Unless otherwise indicated, two credits or semester hours will be allowed for each course, and all except Course A count toward the Master's degree. (See also pages 6–7).

Note: Course 2 (Advanced Composition) may be taken twice for credit, as the material of the course varies each year. Course 13 (Dante) may be taken three times for credit, once on the *Inferno*, once on the *Purgatorio*, and once on the *Paradiso*. No other courses in the school may be repeated for credit.

General Information

The Session opens for registration on Friday, June 29, and classes begin Monday, July 2, at 8:00 a. m. (See also pages 9–10.)

Admission Students may enter without examination, and without being candidates for degrees. No student, however, will be admitted unless his qualifications are approved by the Director, and the right is reserved to place students in classes best suited to them.

Registration As soon as possible after arriving on June 29, every student should register for courses with the Director. After arranging his program, he will be directed to the Registrar and Treasurer for general registration and the payment of fees. Upon receipt of admission cards from this department, students will be ready for classes. Late registration is subject to fine and will not be permitted after the first week. (See page 11.)

Fees For complete information concerning fees, rules governing auditors and special registration, reservations, etc., see pages 10 and 11.

I boccisti

Scholarships For the summer of 1945, several scholarships are available. These will be awarded on the basis of need, merit, and scholastic promise. Application should be made to the Director before May 15.

Grateful acknowledgement is made of the following special scholarships, made possible through the generosity of friends of the School:

Ten Bonomo Scholarships offered by Mr. and Mrs. Richard V. Bonomo of Edgewood, New Jersey.

The Thomas J. Quirk Circolo Italiano Scholarship offered for the sixth consecutive year by the Circolo Italiano of the Hartford (Conn.) Public High School.

The Sigma Iota Theta Sorority Scholarship offered for the sixth consecutive year by the Alpha Chapter of Hartford, Connecticut.

The Rochester Middlebury Scholarship given by a group of friends of the Middlebury Italian School.

Two Boston Scholarships given by a group of friends of the Middlebury Italian School.

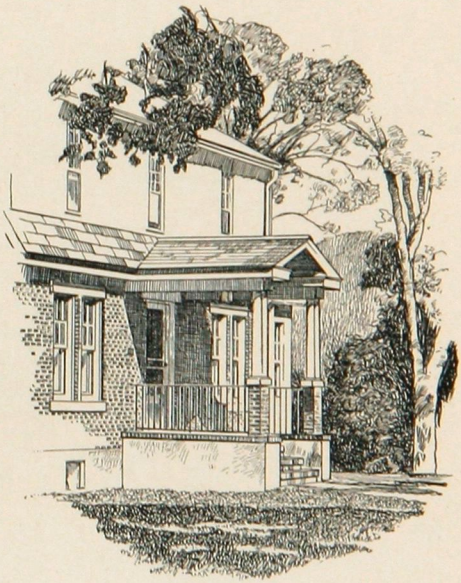
Self-Help Another important way in which students may assist in defraying their expenses is by waiting on table in the Italian dining room. All waiters or waitresses are students at the school who are able to use Italian exclusively in the dining room. The remuneration for this service is their board. The remaining cost of the summer session may be as low as $125. Those interested should write for information and application blanks to Dr. Merlino.

Books A well-balanced and constantly expanding collection of Italian books, housed in the College Library, amply provides for the needs of the students. In addition, textbooks and other aids for the teaching of Italian will be available for examination.

In Sigma Phi Epsilon there is also an Italian bookshop at which students will be able to purchase the texts required for class work, as well as dictionaries and a variety of books of classic and modern Italian literature which should prove very interesting to all who experience enjoyment in the study of the language and culture of Italy.

Correspondence Correspondence concerning admission, credits, and choice of courses should be addressed to the Director of the Italian School, Dr. Camillo Merlino, Dept. of Romance Languages, Boston University, Boston 16, Massachusetts. Correspondence concerning fees, rooms, and other general information should be addressed to the Language Schools Office, Middlebury College, Middlebury, Vermont.

Русская Школа



THE RUSSIAN SCHOOL

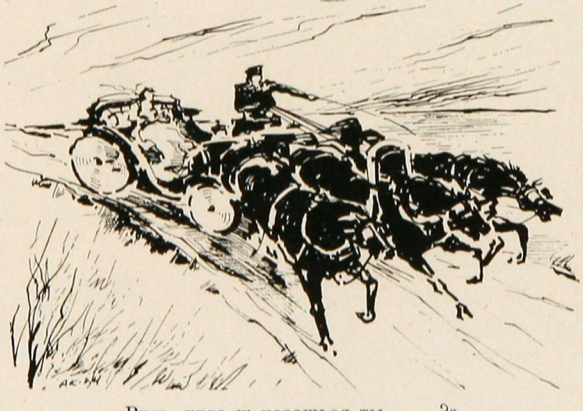
(From June 30 to August 16)

The Russian School is being inaugurated this year in response to widespread interest in our great ally, and the growing conviction that she will play a leading role in the postwar world. Russia's increasing prestige and influence indicates not only that there will be an urgent practical demand for Americans trained in the Russian language, but also that effective and permanent cooperation between the two nations in peace will depend in large measure upon the existence in the United States of many centers for the serious study of Russian civilization, literature, and culture as well as her social, economic, and political organization.

The major objectives of the School are to provide American students with a better appreciation of Russia's cultural values; an adequate comprehension of her social and political background for students entering commercial, diplomatic and similar careers; a research tool in the natural and social sciences for the growing body of important scientific works appearing in Russian; professional training for teachers of Russian, whose present number is woefully inadequate; and finally, a practical linguistic laboratory where, guided by native teachers and living in a Russian atmosphere, members of the School may combine useful study with the joys of a summer spent in one of Vermont's most beautiful spots.

The School will be under the direction of Dr. Mischa H. Fayer, head of the Russian Department at Middlebury College. He is in personal charge of the organization and plans for this first session.

Dr. Fayer will be ably assisted by Mrs. Lydia Mihailoff-Shelly, who will also be in charge of the social life of the School.



«Русь, куда ж несешься ты . . . ?»

RUSSIAN SCHOOL STAFF

MISCHA HARRY FAYER, *Director and Dean*

Beletskaya Gimnaziya, Bessarabia, Russia, 1923, *cum laude*; A.B., University of Minnesota, 1926; A.M., 1928; Ph.D., Columbia University, 1945; doctoral dissertation: *Gide, freedom, and Dostoevsky*; certificat après examens, Sorbonne, 1931; graduate study at University of Southern California and Claremont Colleges; Lambda Alpha Psi, honorary fraternity in languages and literature; chairman of Department of Foreign Languages, State Teachers College, Dickinson, North Dakota, 1929–39; chairman of Division of Languages and Literature, 1939–42; Instructor in French and German, Fullerton Junior College, Fullerton, California, 1938–39; Instructor in Russian, Michigan State College, 1942–43; Assistant Professor of Russian, Middlebury College, 1943—; Director and Dean, Middlebury College Russian Summer School, 1945—.

LYDIA MIHAILOFF-SHELLY

A.B., University of Moscow, 1920; A.M., University of Belgrade, Yugoslavia; postgraduate study, Columbia University Teachers College. Studied at the Second Studio of the Moscow Art Theatre.

Instructor, Serbo-Russian College, Belgrade, 1920–30; Director of the Children's Theatre, a branch of the Royal Theatre of Belgrade; Instructor, Scudder School for Girls, 1931–40 and Collver School for Girls, 1933–42; Translator in Russian and Serbo-Croatian for Military Intelligence, U.S. War Department, 1942–43; Instructor in Russian on the A.S.T.P. and to civilian students, Indiana University, 1943–44; Research work, School of Education, Indiana University, 1944—; Middlebury College Russian Summer School, 1945.

COURSES OF STUDY

A. Elementary

Intensive Beginners' Course (6 credits)

This course consists of three integrated units described below, and is intended for students entering without any knowledge of Russian, or lacking an active command of the language. Its primary object is to prepare such students for the exclusive use of the language and for the study of Russian language, literature, and civilization on a graduate level.

Beginners are expected to enroll for the entire course, and thus carry a normal load. In special cases, however, as well as in the case of members of the other language schools on the campus, exceptions will be made to permit the taking of any one or two of the units. (Each unit will carry two undergraduate credits.)

1. ELEMENTARY GRAMMAR.
Mastery of Russian grammar through a study of fundamentals; written drills; reading of graded Russian texts.
Daily at 8:00. MR. FAYER.

2. PRONUNCIATION AND ORAL PRACTICE.
Accuracy in the spoken language through drill in correct pronunciation and intonation; use of records; singing and dramatization.
Daily at 9:00. MRS. MIHAILOFF-SHELLY.

3. VOCABULARY AND CONVERSATION.
Fluency in self-expression through conversation based on the reading texts; systematic vocabulary building with particular emphasis on the spoken language of everyday use.
Daily at 12:00. MR. FAYER.

B. Intermediate

These courses carry graduate credit and may be counted toward an M.A. in Russian when offered, or presented for graduate credit in the other language schools, subject to the requirements of each.

4. INTERMEDIATE GRAMMAR AND COMPOSITION.
A thorough and systematic review of Russian grammar; constant oral and written practice. Study of synonyms and idioms; free composition; written reports.
Daily at 9:00. MR. FAYER.

5. INTERMEDIATE CONVERSATION AND ORAL PRACTICE.
Daily training in current Russian designed to provide the student with assurance in self-expression and a basic active vocabulary. Oral reports on assigned topics, and class discussions.
Daily at 12:00. MRS. MIHAILOFF-SHELLY.

C. Literature and Civilization

6. LITERARY MASTERS OF THE NINETEENTH CENTURY.
An analysis of the social, political, and artistic trends of the nineteenth century, as reflected in the works of Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, Dostoevsky, and Chekhov.
Daily at 8:00. MRS. MIHAILOFF-SHELLY.

7. CONTEMPORARY RUSSIA
Russia since the Revolution; a survey of the significant ideological, economic, political, social, and scientific developments of the Soviet Union, and their reflection in Russian literature.
Daily at 11:00. MR. FAYER.

LIFE IN THE SCHOOL

Use of Russian Although an exception to the rule of "no English" has been made in the case of students in the Intensive Beginners' Course, it is expected that these students will progressively use as much Russian as possible, and that they will need this release only during the first part of the course. Advanced students will pledge themselves to use Russian exclusively with each other.

Living Accommodations It is expected that an attractive fraternity house and a small college dormitory will be available for the Russian School. These two dormitories, facing each other, offer excellent accommodations and adequate recreational facilities in the form of social rooms and a dining hall. All students in the School will eat together in the Russian dining hall. They will gather at tables in small groups, presided over by a member of the faculty, and will rotate in order to become better acquainted with the faculty and each other.

Activities The schedule of classes is arranged to leave the afternoons free for study and recreation. Picnics, excursions to nearby lakes and mountains, social afternoons around the samovar, "vecherinki" with

Вокруг самовара

musical and dramatic entertainments, lectures by instructors and visiting lecturers, informal singing and dancing, will provide ample recreational activity. Members of the Russian School are cordially invited to attend the entertainments offered by the French School.

Credits All courses count toward the A.B. degree. All courses except 1, 2, and 3 carry graduate credit. See also page 6 for further statement regarding credits.

GENERAL INFORMATION

Arrival Beginning Friday afternoon, June 29, students arriving by train will be met at the station by a representative of the Russian School who will assist them. Students may register on Saturday, June 30 and Sunday, July 1. Classes will begin Monday, July 2 at 8:00 a.m. (See also pages 9–10). The first meal will be served on Friday evening, June 29.

Admission Students may enter without examination and without being candidates for degrees. No student, however, will be admitted unless he can satisfy the Director of his ability to profit by the instruction offered. In the students' own interest, an effort will be made to place them in classes best suited to them.

Fees For complete information concerning fees, rules governing auditors and special registration, reservations, etc., see pages 10–11.

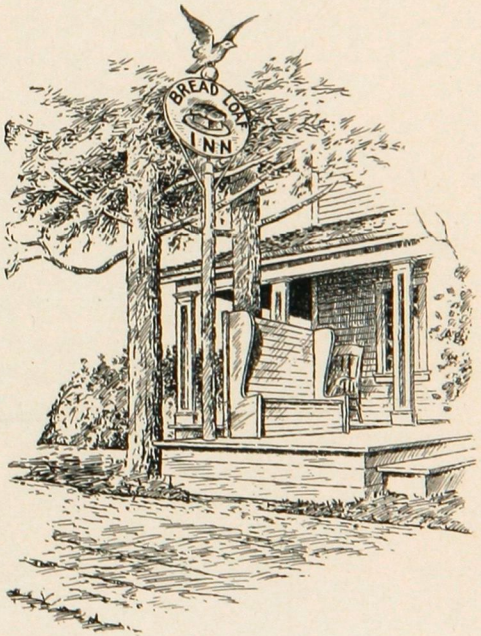
Self-Help Students may assist in defraying their expenses by waiting on table in the Russian dining hall, or by doing secretarial work and otherwise assisting the Director. These assistants must be students of the School, enrolled for advanced courses. The remuneration for waiting on table is board. Those interested should apply to the Director.

Scholarships A limited number of scholarships may be available to qualified students. Students interested in applying should communicate with the Director as soon as possible.

Books Textbooks used in the courses in Russian and published in this country may be purchased at the College Bookstore on the ground floor of Munroe Hall. Other books, owned by the College Library or the Russian School, will be placed at the students' disposal.

Correspondence Correspondence concerning courses, credits, degrees, and admission to the School should be addressed to Dr. Mischa H. Fayer, Director of the Russian School, Middlebury College, Middlebury, Vermont. Correspondence concerning rooms, fees, and other general information should be addressed to the Secretary of the Language Schools, Middlebury College.

Escuela Española



THE SPANISH SCHOOL

(June 23 to August 3)

The 1945 session of the Spanish School, directed by Juan A. Centeno of Middlebury College, will be held on the mountain campus of Middlebury College at Bread Loaf. The School will have the exclusive use of the Bread Loaf facilities for exactly six weeks—June 23rd to August 3rd—including registration and final examinations. The location of Bread Loaf, twelve miles from the village of Middlebury, makes it an ideal place to carry to perfection the central idea of the Middlebury Language Schools—the isolation of the student from all contact with English. Since its foundation in 1917, the Spanish School has aimed to serve as a center of formation and orientation for teachers and students of Spanish and has offered a program of studies planned to train and qualify its students.

The School welcomes the collaboration as Visiting Professor of Dr. Fernando de los Ríos who will offer a special course on 16th and 17th century Spain. Professor de los Ríos, a member of the graduate faculty of the New School for Social Research and former ambassador of the Spanish Republic to the United States, is an educator and political philosopher of international renown.

Professor Tomás Navarro, authority in Spanish language studies, will return this summer to give his course on the history of the Spanish language; he will also present his scientific investigations on Spanish intonation in a new course devoted entirely to intonation. The course of Phonetics will be given by Srta. Joaquina Navarro. We welcome the return of Dr. Camila Henríquez-Ureña who will again offer Stylistics and the course on methods of teaching Spanish.

The Argentine economist and political scientist, Professor Sergio Bagú, is returning to give a course on contemporary Spanish America; he will also be in charge of an evening lecture series. Professors José María Arce and Salvador Dinamarca will be in charge of Landmarks of Spanish American Literature and Spanish American Novel, respectively. A Visiting Professor from Spanish America, to be appointed in collaboration with the Department of State, will offer a course on contemporary Spanish American literature and another special course to be announced later.

In the field of Spanish literature, Professor Joaquín Casalduero will continue the cycle of classical studies, presenting a new course entitled Form and Meaning in the Quijote; Professor Jorge Guillén will again present a course in contemporary literature and a new course, Poets of Spain.

THE SPANISH SCHOOL STAFF

JUAN A. CENTENO, *Director.*

A.B., Instituto de San Isidro, Madrid, 1920; M.D., University of Madrid, 1927; Graduate Fellow, University of Wisconsin, 1927–28; Instructor of Spanish, University of Oregon, 1928–29; Instructor of Spanish, University of Syracuse, 1929–30; Instructor of Spanish, Middlebury Spanish School, 1929–31; Associate Professor of Spanish, Middlebury College, 1931–32; Professor of Spanish, Middlebury College, 1933—; Dean and Director of the Middlebury Spanish School since 1935.

SOLEDAD ALCOCER.

A.B., University of Guanajuato, 1937; Licenciada en Derecho, University of Guanajuato, 1941; Instructor of English, Escuela Preparatoria (Guanajuato), 1938-39; Instructor of Law, Escuela Preparatoria (Guanajuato), 1940–41; Instructor of Spanish, Vassar College, 1944—; Middlebury Spanish School, 1945.

JOSÉ M. ARCE

A.B., Columbia University, 1922; A.M., 1923. Postgraduate work at the Universidad de Madrid and Centro de Estudios Históricos, 1923–24, 1925–26; Université de Dijon, summer of 1924; R. Istituto Superiore di Magistero, Venice, fall of 1924; Columbia University Extension, winter term, 1928; Instructor in Spanish, Hunter College, winter term, 1928; Instructor in Spanish, Dartmouth College, 1928–29; Columbia University Summer Session, 1929; Assistant Professor of Spanish, Dartmouth College, 1929–41; Professor of Spanish, 1941—; Duke University, Institute of Hispanic Studies, summer of 1943; Middlebury Spanish School, 1939–42, 1945.

Contributor to *Revista de Estudios Hispánicos, Boletín del Instituto de las Españas, Revista Hispánica Moderna, The Hispanic American Historical Review,* and *Repertorio Americano.* Editor of the first volume of the *Biblioteca de autores costarricenses; Cuentos de Manuel González Zeledón;* Universidad de Costa Rica, 1945.

SERGIO BAGÚ

A.M., University of Buenos Aires; Lecturer, Universities of Buenos Aires and La Plata, 1936–42; Lecturer, University of La Plata, Extension Division; Member of the

Commission to study postwar social problems, University of La Plata, 1943; Guest of the U.S. Department of State, 1943; Middlebury Spanish School, 1944—.

Has lectured extensively in Argentina and the United States—Writers' Congress, University of California; New England Institute of International Relations, Wellesley College; Columbia University, etc.

Author of: *Vida ejemplar de José Ingenieros, La revolución argentina de 1810, Mariano Moreno, Hombres en el camino, Estudio de la clase media argentina.* Compiler and critic of the works of *Almafuerte.*

Contributor to *Nosotros, Nueva Gaceta,* and many other Argentine periodicals.

CONCHA BRETÓN.

Colegio Internacional, Barcelona; A.B. Instituto General y Técnico, Barcelona; A.M. Middlebury College; Instructor, Colegio Internacional, Barcelona, 1921–23; Instructor, Wellesley College, 1924–25; Instructor, National Park Seminary, 1925–26; Middlebury Spanish School, 1926; Penn Hall Junior College, 1926–42; Wellesley College, 1942–44; Wheaton College, 1944—; Middlebury Spanish School, 1940—.

JOAQUIN CASALDUERO.

Licenciado en Filosofía y Letras, University of Madrid, 1923; Doctor en Filosofía y Letras, University of Madrid, 1927. Has taught Spanish literature at the University of Strasbourg, 1925–27; University of Marburg, 1927–29; University of Cambridge, 1930; Guest Lecturer at the University of Oxford, 1931; Assistant Professor, Smith College, 1931–38; Associate Professor, Smith College, 1938–44; Visiting Associate Professor, Mount Holyoke College, 1941; Visiting Professor, University of Wisconsin, 1942–43; Professor, Smith College, 1944—; Guggenheim Fellowship, 1944–45; Middlebury Spanish School, 1932–33, 1935—.

Author of: *Contribución al estudio del tema de Don Juan en el teatro español,* 1938; *Vida y obra de Galdós,* 1943; *Sentido y forma de las Novelas Ejemplares,* 1943, *Jorge Guillén: Cántico I y II.*

Also articles dealing with Tirso de Molina, Unamuno, Ganivet, Galdós, Cervantes, and Bécquer published in *Die Neueren Sprachen, Revista Síntesis, Bulletin Hispanique, Revista de Filología Española, Cruz y Raya, P.M.L.A., Universidad de Antioquía, Essays in Honor of President William Allan Neilson,* and *Revista de Filología Hispánica.*

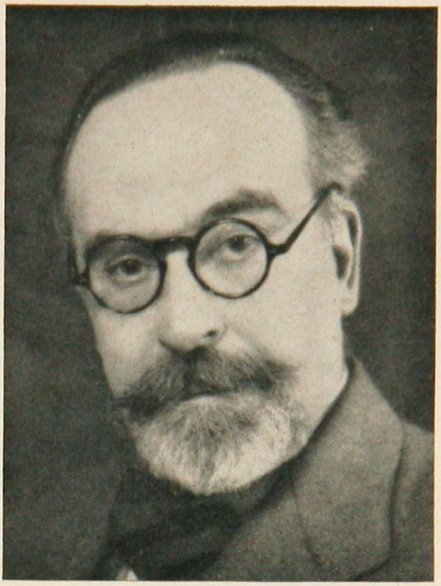
JULIA CÓRDOVA.

A.B., University of Puerto Rico, 1933; A.M., 1943; Instructor of Spanish Language and Literature, University of Puerto Rico, 1943—; Middlebury Spanish School, 1945.

Author of: *El tema de España en la obra de José Ortega y Gasset.*

ELISA CURTIS-GUAJARDO.

University of Chile, Santiago; A.B., University of Illinois, 1919; A.M., University of Wisconsin, 1926. In 1917 commissioned by the Chilean government to study the teaching of Modern Languages in the United States. Assistant, University of Illinois, 1919–21; Instructor, Grinnell College, 1921–23; Assistant Professor, 1923–36; University of Wisconsin, summer 1926; Boston, State Department of Education, 1936–40; Spanish Department, Cedar Crest College, 1940–43; Connecticut College for Women, 1943—; Middlebury Spanish School, 1940—



FERNANDO DE LOS RÍOS, *Visiting Professor.*

Doctor en Derecho, University of Madrid; Doctor en Ciencias Políticas, University of Madrid; advanced study at: University of Paris, London University, University of Jena, University of Berlin, University of Marburg, 1907–10.

Professor of Political Science, University of Granada, 1911; Professor of Advanced Studies in Political Science, University of Madrid, 1930; occupied the following cabinet posts in the Spanish Republican Government: Minister of Justice, Minister of Public Education, and Minister of State, 1931–33; Ambassador of Spain to the Government of the United States of America, 1936–39; Permanent Professor, Graduate Faculty of Political and Social Science, The New School for Social Research, 1939—.

Visiting Professor or Lecturer at the following universities: Paris, Sorbonne, London, Oxford, Cambridge, Columbia, Berkeley, Mexico, Morelia, Havana, Puerto Rico, Santo Domingo, Panama, Santa Fe de Bogotá, Caracas, Mérida, Quito, Cuzco, La Paz, Sucre, Potosí, Santiago de Chile, and Montevideo.

Doctor Honoris Causa or Honorary Professor at the following universities: Quito, Cuzco, La Paz, Sucre, Caracas, Santiago de Chile, and Middlebury College.

Author of: *La filosofía del derecho en Don Francisco Giner y su relación con el pensamiento contemporáneo; La crisis de la democracia; Vida e instituciones de Andorra, una supervivencia señorial; El sentido humanista del socialismo; Religión y estado en la España del siglo XVI;* etc. Also *Spain in the Epoch of American Colonization* and *Action of Spain in America* (two studies included in *Concerning Latin American Culture* published by Columbia University Press.) Collaborator in the *Encyclopedia of Social Sciences.* Frequent contributor to the most important European and American reviews.

JOSÉ DEL PINO.

A.B., Instituto de San Isidro, Madrid, 1919; Licenciado en Derecho, University of Zaragoza, 1926; Graduate in Social Sciences, Madrid, 1930; Editor of the review *Vida,* 1925–36; Instructor of Spanish, Juventudes Escolares Españolas, 1940–43; Centro Cultural Español de Queens, 1941–42; Assistant Professor of Spanish, Amherst College, 1943–44; Middlebury Spanish School, 1944—.

Author of articles in *El Liberal, Los Comentarios,* etc.

MARÍA DÍEZ DE OÑATE.

Licenciada en Filosofía y Letras, University of Madrid. Diploma in Piano, Conservatory of Madrid. Instructor of Spanish, Middlebury College, 1920–22; Instructor,

Vassar College, 1922–24; in charge of classes of Spanish Language and Literature for Foreign Students, Residencia de Señoritas, Madrid, 1924–26; Assistant Professor, Vassar College, 1926–27; Professor at the Instituto de Segunda Enseñanza, Salamanca, 1931–36; Instructor, Bennington College, 1937; Instructor, Pine Manor Junior College, 1937–42; Instructor, New Jersey College for Women, 1942—; Middlebury Spanish School, 1942—.

Author of: *Cancionero Español.*

SALVADOR DINAMARCA.

Profesor de Castellano, Universidad de Chile, 1928; A.M., Harvard University, 1936. Consul of Chile, 1928–38; Professor of Spanish, St. Joseph's College, 1928–30; Instructor of Spanish, Harvard University, 1930–37; Instructor of Romance Languages, Brooklyn College, 1937—; Middlebury Spanish School, 1936–41, 1943—.

Author of: *La obra educacional del Dr. Puga Borne; Frecuencia relativa del lenguaje periodístico de Chile.* Also articles in *Anales de la Universidad de Chile, Atenea, El Mercurio, Hispania, Revista de Educación,* and *Revista Hispánica Moderna.* Editor of *Cultura,* Santiago de Chile.

XAVIER A. FERNANDEZ.

S.T.D., Gregorian University, Rome, 1927; J.C.L., Catholic University of America, 1928; Ph.D., Columbia University, 1941; Spanish Civilian Instructor, U.S. Military Academy, 1936–40; Instructor of Romance Languages, College of the City of New York, 1940–42; Spanish and Portuguese Civilian Instructor, U.S. Military Academy, 1942–43; Summer Session, Columbia University, 1941, 1942; Professor and Chairman, Department of Romance Languages, Skidmore College, 1943—; Middlebury Spanish School, 1943, 1945.

Author of: *Fray Diego de Estella.* Also articles in *Bulletin For Advancement of Romance Philology, Romanic Review,* etc.

ISABEL GARCIA-LORCA.

A.B., Instituto Nacional, Granada, 1929; Licenciada en Filosofía y Letras, University of Madrid, 1934; Assistant, Instituto-Escuela, Madrid, 1934–36; Instructor of Spanish, New Jersey College for Women, 1939–42; Instructor of Spanish, Hunter College, 1942—; Middlebury Spanish School, 1942—.

JORGE GUILLÉN.

Licenciado en Letras, University of Granada, 1913; Doctor en Letras, University of Madrid, 1925; Lector of Spanish, University of Paris, 1917–23; Professor of Spanish Literature, University of Murcia, 1926–29; Professor in the Summer Course for Foreign Students, Madrid, 1929; Lector of Spanish, University of Oxford, 1929–31; Professor of Spanish Literature, University of Seville, 1931—; Professor of Spanish Literature, International University of Santander, 1933–1934–1935; Visiting Professor, Middlebury College, 1938–39; Associate Professor, McGill University, 1939–40; Visiting Professor, Middlebury Spanish School, 1939–40; Visiting Professor, Wellesley College, 1940—; Middlebury Spanish School, 1941, 1943—.

Has lectured extensively at American and European universities.

Author of: *Notas para una edición de Góngora; Cienfuegos* (A biographical and critical study); *Cántico,* 1928; *Ardor; El Cementerio Marino* by Paul Valéry, Spanish version;

Cántico, Second augmented edition, 1936; *Cantar de Cantares* of Fray Luis de León, (Critical edition).

Contributor to the principal Spanish and Spanish-American literary reviews since 1920; *La Libertad*, *España*, *La Pluma*, *Indice*, *Revista de Occidente*, *Litoral*, *Mediodía*, *Carmen*, *Héroe*, *Los Cuatro Vientos*, etc. Has been translated into English, German, French and Italian.

CAMILA HENRIQUEZ-UREÑA.

A.M., University of Minnesota, 1920; Doctora en Filosofía y Letras, University of Havana, 1926; Doctora en Pedagogía, 1927; Instructor of Spanish, University of Minnesota, 1928–30; Professor of Spanish Language and Literature, Normal School of Oriente, Cuba, 1930–37; Instituto de Matanzas, Cuba, 1937–40; University of Havana, 1941; Visiting Professor, Vassar College, 1942—. Middlebury Spanish School, 1942, 1944—.

Guest lecturer at colleges and universities in Santo Domingo, Cuba, Mexico, Argentine, and the United States of America.

Author of: *Ideas de Eugenio M. de Hostos*; *Dante, poeta y filósofo*; *La obra de Federico Mistral*; *Dos poemas sobre el indio americano: Hiawatha y Tabaré*; *Delmira Agustini: ensayo de interpretación*; *El lirismo de Lope de Vega*; *Los Heredia*; *La ideología literaria de Proust*; *Función social de la poesía*.

LUCINDA MOLES.

A.B., Instituto Cardenal Cisneros, Madrid; Graduate work at Wellesley College, Rutgers University, New York University, and Middlebury College; Instructor, Instituto-Escuela, Madrid, 1927–33; Instructor of Spanish, New Jersey College for Women, 1934–36; Attached to the Ministry of Public Instruction, Madrid, 1936–39; Instructor of Spanish, Russell Sage College, 1939—; Middlebury Spanish School, 1942—.

JOAQUINA NAVARRO.

A.B., Instituto-Escuela, Madrid, 1934. Student of the Faculty of Letters, University of Madrid, 1935–36. Student of French Language and Literature, Alliance Française, Paris, 1938–39. A.M., Columbia University, 1942. Instructor of Spanish, Smith College, 1943—; Middlebury Spanish School, 1943—.

TOMAS NAVARRO.

Licenciado en Letras, University of Madrid, 1904. Doctor en Letras, University of Madrid, 1905. Traveling fellow of Junta para Ampliación de Estudios, Madrid, to study the Spanish dialects of Aragón, 1907, and Zamora, 1911, and to complete studies of Phonetics and Linguistic Geography in France and Germany, 1912–14.

Professor of the Centro de Estudios Históricos, Madrid, 1914–36. Director of the Courses for Foreign Students, Madrid, 1916–23. Lecturer in the University of Puerto Rico, 1925. Professor in the Summer Session of Stanford University, California, 1927. Lectured extensively in American universities during 1927. Visiting Professor in the University of Puerto Rico, 1927–28. Director of the Linguistic Atlas of the Iberian Peninsula, 1930–36. Founder of the Archivo de la Palabra in the Centro de Estudios Históricos, Madrid, 1930.

Professor of Spanish Phonetics in the University of Madrid, 1931–36. Member of the Spanish Academy, 1934. Lecturer in the Institut d'Etudes Hispaniques, Paris, 1935. Director of the National Library, 1936. Vice-President of the Junta Central del Tesoro Artístico, 1936. President of the Council of Spanish Libraries, 1937. Vice-President of the Central Committee of Spanish Academies, 1938.

Visiting Professor in Columbia University, 1939. Professor of Spanish Philology in Columbia University, 1940. Litt. D., Middlebury College, 1940. Director of Studies and Publications in the Hispanic Institute, New York, 1940. Visiting Professor, Middlebury Spanish School, 1941, 1943—.

Author of: *Pensión al Alto Aragón*; commentated edition of *Las Moradas de Santa Teresa de Jesús*; commentated edition of *Poesías de Garcilaso de la Vega*; *Manual de pronunciación española*; *Pronunciación guipuzcoana*; *A Primer of Spanish Pronunciation* (with the collaboration of Professor A. M. Espinosa); *Impresiones sobre el estudio lingüístico de Puerto Rico*; *Compendio de ortología española*; *El idioma español en el cine parlante*; *El accento castellano*; *Manual de entonación española*; and regular collaboration in the *Revista de Filología Española*, and *Revista de Filología Hispánica*.

SOFIA NOVOA.

A.M., Conservatory of Madrid; Graduate work at Conservatory of Lisbon; École Normale de Musique, Paris; Columbia University and Middlebury College. Instructor of Music and Spanish Folklore, Escuela Internacional, Madrid, 1930–32; Instituto-Escuela, Madrid, 1930–36; Instructor, Barnard College, 1938–40; Dalton School of New York, 1940–42; Vassar College, 1942—; Middlebury Spanish School, 1941—.

Author of *Cantares Españoles*.

ALFREDO ORTIZ-VARGAS.

A.B., St. Thomas College, Canada; A.M., Boston University. Visiting Professor, Highlands University, 1941–43; University of New Mexico, summer, 1943; Instructor of Spanish, Boston University, 1943–44; Middlebury College, 1944—; Middlebury Spanish School, 1945.

Author of: *Lejana*, 1922; *Las torres de Manhattan*, 1939; and critical studies on Gabriela Mistral, Leopoldo Lugones, Guillermo Valencia, Archibald MacLeish, Robert Frost, Carl Sandburg, Eugene O'Neill etc. published in literary reviews of North and South America.

MARINA ROMERO.

Diploma from Instituto-Escuela, Madrid, 1926; A.B., Normal School, University of Madrid, 1931; A.M., Mills College, 1937; Smith College Fellowship, 1935–36; Spanish Government Fellowship, 1935–36; Instructor, Instituto-Escuela, Madrid, 1930–35; Instructor of Spanish, Mills College, 1936–38; Instructor, New Jersey College for Women, 1938–43; Assistant Professor, 1943—; Middlebury Spanish School, 1943—.

Author of: *Nostalgia de mañana*; also articles and poems published in Spanish and Mexican reviews.

MARTA VERGARA-CHAMUDES.

Instituto Pedagógico, Santiago de Chile, 1923–26; studied at the Sorbonne, 1928–29; European correspondent for *El Mercurio* (Chile), 1927–33; Official Chilean delegate to the League of Nations, 1932–33; Official Chilean delegate to Inter-American Women's League, 1939–45; Teaching Fellowship, Middlebury College, 1942–43; Instructor of Spanish, Sophie Newcomb College, Tulane University, 1943—; Middlebury Spanish School, 1943, 1945.

Author of articles published in *La Hora, La Nación, Atenea,* etc.

Spanish School Staff, 1944

First row: Sr. Florit, Srta. Henríquez-Ureña, Sr. Guillén, Sra. de Guillén, Sr. Chacón y Calvo, Sr. Centeno, Sra. de Centeno, Sr. Navarro Tomás, Sra. de Casalduero, Sr. Casalduero, Sra. de Bagú, Sr. Bagú.

Second row: Srta. Johnson, Sra. de Sachs, Srta. Valle, Sra. de Albornoz, Srta. Bretón, Srta. Curtis-Guajardo, Srta. Navarro, Sr. Salas, Sra. de Salas, Sr. Dinamarca, Srta. Novoa, Srta. Romero, Srta. Soriano, Srta. Díez de Oñate, Sr. Santana.

Third row: Srta. Pizzimenti, Srta. Horning, Srta. Manero, Srta. Bartels, Sr. Ortiz, Srta. de Madariaga, Sr. del Pino, Srta. Chen-Apuy, Srta. Sylvia, Srta. Moles, Srta. Zulueta, Srta. García-Lorca, Srta. Carner, Sr. Méndez, Srta. Prados.

THE COURSES OF STUDY

The courses of the Middlebury Spanish School are planned for teachers of Spanish and students who have acquired some proficiency in the language. With the exception of certain basic courses, which are offered every summer, the program changes yearly in a cyclic form, giving the student an opportunity to cover thoroughly in a period of four years, the fundamental phases of Spanish thought and letters.

In order to coordinate better the program of studies, the courses have been arranged in groups. Candidates for an advanced degree will be required to take at least one course in each group in fulfilling their residence requirements.

I. LANGUAGE

A. BEGINNERS' COURSE.

The fundamentals of Spanish grammar; drill in correct pronunciation; dictation; conversation; reading of modern short stories and plays.

This course will be given on the Middlebury campus to students in the other Middlebury schools who wish to begin the study of Spanish. *It is not open to members of the Spanish School, and will not count for graduate credit.* (See page 6).

Hours to be arranged.

B. REVIEW GRAMMAR.

A thorough and systematic review of Spanish grammar, syntax, and basic vocabulary; constant oral and written practice. This course is intended for students who have only an imcomplete mastery of the language and who would be incapable of the intensive work required in Course 2.

This course does not count toward the M.A. degree.

Daily at 8:30 and 9:30. SRTA. DÍEZ DE OÑATE.

C. ELEMENTS OF ORAL PRACTICE.

This course is planned for students who are unaccustomed to hearing or speaking Spanish although they may have an extensive "passive" vocabulary. The class work, by use and repetition of a simple and practical vocabulary based on texts of general interest tends to create in the student the habit of expressing his ideas directly in the foreign language.

This course does not count toward the M.A. degree.

Daily at 8:30, 9:30, 10:30 and 11:30. SRTAS. MOLES, GARCÍA-LORCA, NOVOA, ROMERO, SRA. DE CHAMUDES.

D. TRAINING IN PRONUNCIATION.

In the classes of this course, which will be divided into small sections, each student will practice daily exercises in pronunciation under the personal direction of the teacher. These classroom exercises, both graduated and methodical, should be supple-

mented by frequent listening in the Phonetics Center to the records especially prepared for basic training in correct pronunciation by Professor Tomás Navarro.

This course does not count toward the M.A. degree.

Daily at 8:30, 9:30, 10:30 and 11:30. SRTAS. NAVARRO, CÓRDOVA, SR. DINAMARCA.

1. ORAL WORK AND SELF-EXPRESSION IN SPANISH.

The work of this course is designed to help the student in the process of gaining a better command of the language by exacting the use of a varied vocabulary and at the same time accuracy and preciseness of expression. The class work combines (1) conversational topics based on selected subjects with (2) a study of words, their shades of meaning and idiomatic uses, based on essays and short stories by contemporary writers.

Daily at 8:30, 9:30, 10:30, 11:30. SRTAS. BRETÓN, ALCOCER, SR. DEL PINO.

2. ADVANCED GRAMMAR.

The aim of this course is to review systematically the fundamental principles of grammar and to train the student in the use of idiomatic Spanish. The work is essentially practical and consists chiefly of drill in oral and written sentence structure. Abundant practice is provided in writing idiomatic Spanish and in the practical application of grammatical principles.

Daily at 8:30, 9:30, 10:30, 11:30. SRTAS. CURTIS-GUAJARDO, BIAGGI.

3. ADVANCED COMPOSITION.

This course aims to help students gain assurance in writing correct Spanish and it is designed for those who, having a good grammatical foundation, lack certainty in the direct application of that knowledge. A number of the most difficult syntactical points will be studied and particular attention will be given to translations from English into Spanish and a thorough discussion of these translations.

Daily at 10:30, 11:30. SR. FERNÁNDEZ.

4. PHONETICS.

One aspect of Spanish of which the teacher of the language needs to have a clear concept is the pronunciation. The apparent simplicity of the material is the reason why many foreign students speak the language with phonetical defects which they have never learned to correct. The concept of correct pronunciation, elaborated upon by a long tradition, is united in Spain and Spanish America with delicate cultural questions which the student of Spanish must consider. This course gives an organized and documented orientation on these points.

Daily at 10:30. SRTA. JOAQUINA NAVARRO.

5. INTONATION.

The study of intonation is a necessary complement to the knowledge of the sounds. The idiomatic stamp of pronunciation and the exact meaning of sentences depend on the accuracy of their intonation. This course offers a methodical exposition of the principles of Spanish intonation, with comparative references to local modalities and to the intonation of other languages.

Daily at 9:30. SR. NAVARRO.

6. FREE COMPOSITION.

In this course students will receive instruction in the most important features of written Spanish and guidance in choice of words, syntax, and elements of style. Narrations, descriptions, and essays on general topics will be submitted by the students for correction and analysis in class. Special emphasis will be laid on logical composition and structure of paragraphs.

Daily at 9:30. Sr. Ortiz-Vargas.

7. STYLISTICS.

This course will present the main characteristics of the Spanish language from the psychological and cultural points of view as well as from a grammatical approach. Part of the course will be devoted to special practice of literary expression by means of composition and translation. The stylistic analysis will be based on the study of passages from the works of Cervantes, Góngora, Quevedo, Larra, Unamuno, Azorín, R. Darío, A. Machado, J. R. Jiménez, and García Lorca.

Daily at 10.30. Srta. Henríquez-Ureña.

8. HISTORICAL SUMMARY OF THE SPANISH LANGUAGE.

The first part of this course will be devoted to the appearance of Castilian, the evolution and development of the language, and its earliest use as a medium of literary expression. The second part of the course will present the influences and tendencies which enriched Spanish linguistic tradition during the Golden Age. The third, a methodical account of the characteristics of modern Spanish in Spain and Spanish America. The course will constitute a summary of essential facts for a basic comprehension of the problems of Spanish language and culture.

Daily at 8:30. Sr. Navarro.

II. Methods

10. METHODS OF TEACHING SPANISH.

The purpose of this course is to offer practical solutions to the common problems encountered by teachers of Spanish in their classroom work. Among other activities this course will comprise discussions of syntactical problems, vocabulary, special aspects of the language in Spanish America, idioms, cultural contents of the Spanish curriculum, teaching aims, teaching devices, preparation of examinations, outside reading problems, and bibliographical sources.

Daily at 11:30. Srta. Henríquez-Ureña.

III. Literature and Civilization

11. SOCIAL, POLITICAL, AND CULTURAL LIFE OF SPAIN (1474-1660).

This course will study the most fundamental phases of society, the state, and the cultural life of Spain during the period of its hegemony. The first part will be devoted to Spain from within itself—the meaning of life and the idealistic ambitions of the country as seen in its thought and action. The second part will present an historical analysis of Spain in America—the aims of its foundational work, the degree to which they were achieved, the social forces opposing these aims, and the extent of the survival of this work.

Daily at 11:30. Sr. de los Ríos.

14. CONTEMPORARY HISPANIC AMERICA.

Following a brief historical introduction, this course will present the most significant aspects of Hispanic America in the different countries, and as a unity, in the economic, social, political, and cultural fields. The purpose of this course is to enable students to acquire in an organized manner the essential foundation necessary for a comprehension of present day Hispanic America.

Daily at 8:30. Sr. Bagú.

22. SPANISH THEATRE OF THE 16TH AND 17TH CENTURIES.

The plan of this course is: A brief outline of the Spanish theatre of the medieval ages; a study of the different tendencies of the dramatic activity of Spain during the 16th and 17th centuries; a characterization of the different epochs of its evolution and of the authors who, with Lope de Vega and Calderón de la Barca, contributed to the creation of a national theatre.

Daily at 9:30. Sr. Casalduero.

26. STUDIES IN CONTEMPORARY LITERATURE.

One of the most creative periods in Spanish poetry (1916–1936) will be studied in this course. Beginning with the new tendencies evolved after the death of Rubén Darío, and centering around the figure of Federico García Lorca, it will include the works of some important authors not yet studied in most literature courses.

Daily at 11:30. Sr. Guillén.

29. FORM AND MEANING OF THE *QUIJOTE*.

This course will be dedicated exclusively to the study of the *Quijote*. Four or five chapters will be read each day and will serve as a basis for lectures and discussions. The main purpose of the course will be to apprehend the meaning of the novel through a detailed study of its form. Special attention will be given to the *Quijote* of 1615.

Daily at 8:30. Sr. Casalduero.

30. THE HISPANIC AMERICAN NOVEL.

A comprehensive survey of the development of the Hispanic American novel from its origins to the present time, with special emphasis on the contemporary period. The course will be based mainly on the study of outstanding novels by authors who represent significant literary trends and reflect important aspects of the life and thought of the Hispanic American peoples.

Daily at 9:30. Sr. Dinamarca.

31. LANDMARKS IN SPANISH AMERICAN LITERATURE.

An introduction to the great figures and outstanding movements in the literature of Spanish America. It will deal with the main factors that have influenced the evolution of poetry and prose, the human types idealized in literature, and the political, social, and spiritual currents that have pervaded the work of the writers. Sarmiento, Darío, and Rodó will be specially treated for their significance and implications.

Daily at 11:30. Sr. Arce.

33. CONTEMPORARY SPANISH AMERICAN LITERATURE.

A survey of the trends and developments in the literary expression of present day Spanish America. Attention will be devoted to the various genders, the social and historical influences and the salient characteristics of the literature as a whole. The

course will include a broad analysis of what Spanish American literature means to-day and its tendencies rather than a detailed country-by-country account of literary figures and their works.

Daily at 10:30. VISITING PROFESSOR.

Note The Visiting Professor from Spanish America will also offer a course on Spanish American literature at 9:30.

40. POETS OF SPAIN.

In this course, which might also be entitled *la palabra poética*, the peculiar traits of different poetic experiences will be studied in the works of six outstanding writers, selected for their own as well as for their representative value: Juan Ruíz, Juan de Mena, Fray Luis de León, Góngora, Espronceda, and Bécquer.

Daily at 10:30. SR. GUILLÉN.

SPANISH AMERICAN LECTURES.

A series of lectures and discussions of the present day problems of the Hispanic American nations in terms of the impact of the war on society, economic life, and international relations. The principal emphasis will be on the profound changes taking place in these republics and the manner in which they are meeting the challenge of the present day. No academic credit is allowed for this course.

Tuesday and Thursday evenings. SR. BAGÚ.

FOLK SONGS AND DANCES OF SPAIN AND SPANISH AMERICA.

The different songs, dances and games from various regions of Spain and the countries of Spanish America will be taught and interpreted in this course. The students will learn how to accompany the songs and dances with their corresponding typical instruments. Detailed explanations and descriptions of the costumes required in the different dances will also be furnished. Advice will be given concerning the most advantageous use of folklore material in stimulating interest in classroom work and its direct application to Spanish Club activities.

With the material learned in this course the students present a program at the end of the session.

No academic credit is allowed for this course.

Monday, Wednesday and Friday at 3:30. SRTA. NOVOA.

Reading Lists A detailed list of texts and required reading for all courses will be furnished on request to the Director.

Credits Two credits or semester hours will be allowed for each daily course. (See *Credits* on pages 6–7). Course 1 may, with the consent of the Director, be taken a second summer for credit, since the material of this course is varied each year.

Phonetics Center The scientific equipment for the study of pronunciation is assembled in a coordinated unit in Bridgman cottage, and is known as the Phonetics Center. Separate rooms are equipped with electric phonographs where students may study recordings of their own speech or the set of pronunciation records especially recorded for the Spanish School by Professor Tomás Navarro. An assistant will be in charge of the Phonetics Center which will be open every morning and afternoon.

Books In Treman cottage is located the *Librería* of the Spanish School which is open every afternoon from 2:00 to 5:00. Here students may secure textbooks for all courses, whether published in this country or abroad. On sale also are a variety of recently published Spanish books and the set of pronunciation records. The bookstore is a congenial corner of the School and it is the custom of the students and faculty to visit it frequently.

Escena de "La Cueva de Salamanca"

Library One of the newest and most attractive buildings at Bread Loaf is the library. The second floor is reserved as a study room and is furnished with individual study tables to accommodate some thirty students. The main floor has the charm of a private study—large fireplace, and comfortable chairs—with all necessary reference books, encyclopedias, dictionaries, Spanish language periodicals, and books of general interest lining the walls. Here, too, are found the newly acquired books of the past year. The Spanish library is constantly increased by extensive purchases as well as by gifts from individuals and institutions. The entire Spanish library of the college cannot be transported to Bread Loaf but any book not on hand may be secured on call within twenty-four hours.

LIFE IN THE SCHOOL

Use of Spanish The only language used in the school is Spanish; therefore, *no student will be admitted to the school unless he is able and willing to use only Spanish while in attendance.* Each student is required to *pledge his word of honor* to observe this rule of no English. The Director reserves the right to dismiss students who willfully break this rule.

Location Bread Loaf is named after a mountain, the fifth highest in the state, in the heart of one of the most beautiful sections of Vermont. It is situated on a plateau above the foothills of the Green Mountains, near the base of the highest range, at an elevation of about 1,500 feet above sea level. Originally a typical rural Inn, Bread Loaf is today the mountain campus of Middlebury College. The Inn which, with its cottages, accommodates all members of the School, is a picturesque, rambling structure, almost a century old, with quaint additions, open fireplaces, and cozy parlors. This old hostelry, made famous by Joseph Battell and bequeathed by him to Middlebury College, forms a little community quite apart from any village, but easily accessible over good country roads. Recently, several new buildings have been added to the equipment of the campus.

Living Accommodations Students will be lodged in the Inn or in one of the many cottages located nearby. A shaded avenue extends along the Bread Loaf campus and on both sides are located the separate cottages, all within a five minutes walk of the Inn. They vary in size and in accommodations but most of them have a comfortable living room with an open fireplace. Every cottage has a splendid view of restful countryside and wooded hills. Most rooms are double, though there are a few single rooms, and some have a private bath. The total fee of the student is governed by

the type of room selected. Each residence is under the supervision of one of the native instructors. Students may feel that they are amply protected in case of emergency for there is a graduate nurse on regular duty at Bread Loaf.

Residence Awards for Spanish-American Students For the past few years a number of special residence awards have been granted to Spanish American students unable to return to their homes during the short summer holiday. Those receiving awards in 1944 were: Hilda Chen-Apuy of Costa Rica, Melba Manero of Cuba, and Jorge Méndez of Colombia.

Similar awards will be made for the 1945 session and any Spanish American student officially enrolled in a college or university in the United States is eligible. Application should be made to the Institute of International Education, 2 West 45th Street, New York City, through which the awards are made.

Spanish Dining Room All members of the School take their meals in the large dining room of the main Inn—a pleasant, coolly decorated room which has been completely sound proofed. Meal hours are conversation hours and also provide students with an opportunity of becoming better acquainted with each other and with the various instructors. To facilitate this, they are required to change tables according to a system of rotation.

Alrededores de Bread Loaf

Activities Weekly programs are posted at the beginning of each week and are planned so as not to interfere with the student's study and relaxation. These short programs include the following subjects: dance or musical recitals; dramatic or literary entertainments; readings, or informal discussions; Spanish games; folk songs and dances.

A series of informal lectures and conferences by faculty members and distinguished writers and professors who visit Bread Loaf furnish an exceptionally stimulating feature of the life of the School.

One of the gathering places of the School is the *Centro de Recreo* where a wing of the original barn has been converted into a huge room. Here an immense fireplace, comfortable chairs, and good company stimulate frequent *tertulias*. At one side of the room is a bar serving light refreshments at fixed hours each evening. A piano, a victrola with an extensive collection of Spanish records, tables for bridge, and many Spanish reviews and periodicals add to the enjoyment of this center.

Out-of-door activities of varied nature offer an unusual opportunity for students at Bread Loaf to combine in a most delightful manner earnest study with health-building recreation. The situation of the Inn on the very edge of Battell Forest, which consists of over 30,000 acres of wooded mountain land, furnishes an almost unparalleled opportunity for hiking. The Long Trail, a scenic woodland path that leads along the summit of the Green Mountains, lies only a short walk from the campus. Students using the trails are earnestly requested not to go alone under any circumstances. The School can accept no responsibility for the safety of anyone disregarding this notice.

Because of the altitude, the summers at Bread Loaf are often very cool. Students should therefore provide themselves with warm clothing. Three tennis courts are provided for the use of members of the School. Trout fishing in the privately owned brooks of Middlebury College is also popular. Deck golf, volleyball, darts, pingpong, croquet, and badminton are games frequently played by members of the School.

Arrival For students arriving in Middlebury by train or bus during the registration period, transportation to Bread Loaf will be furnished without charge. At all other times, transportation by taxi between Bread Loaf and Middlebury, the nearest village, costs approximately $5.00 round trip. This fee may be divided among persons making the trip. Beginning Saturday morning, June 23, students will be met in Middlebury by a

Spanish School representative who will direct them to taxis. Baggage which arrives on or before June 25 will be transported free of charge from Middlebury to Bread Loaf.

As soon as possible, students should report at the Little Theatre to register for their courses and receive other information.

The first official assembly of the Spanish School will be held at the Little Theatre on Monday evening, June 25, at 8:00. All students are required to attend.

The first meal served to members of the School will be the noon meal, Saturday, June 23. Classes will begin on Tuesday morning, June 26. Commencement exercises will be held the evening of August 2. Breakfast on August 3 will terminate the arrangements with members of the School.

Early in June further information concerning pertinent details will be sent to all students.

Consultation During the entire summer the Director will hold regular consultation hours at his office in the main Inn, from 10:00 to 12:00, and from 2:00 to 3:00 daily. Arrangements may be made with his secretary for special consultations at other hours.

Post Office and Main Desk Bread Loaf has a summer post office. Members of the School should instruct correspondents to address them: Middlebury Spanish School, Bread Loaf, Vermont.

Here, at the Main Desk, general supplies, cigarettes, stationery, etc. will be on sale.

Scholarships Ten scholarships of fifty dollars each will be available this summer. Only students who have never attended the Middlebury Spanish School, and who would be unable to attend without such financial assistance, are eligible. These scholarships will be awarded on the basis of need, merit, and scholastic promise. Application should be made to the Director before May 15. The awards will be announced before June 1.

Grateful acknowledgment is made of a special scholarship established by Chapter Mu of Sigma Delta Pi.

Self-Help In addition to the scholarships a limited number of students are provided an opportunity to defray part of their expenses—free board—by acting as waiters and waitresses in the Spanish dining hall. A speaking knowledge of Spanish is essential to be granted one of these positions. Those interested may write to the Director for information and application blanks.

Correspondence Communications regarding courses, credits, degrees, and admission to the School should be addressed to Prof. Juan A. Centeno, Director of the Spanish School, Middlebury College, Middlebury, Vermont.

Correspondence concerning fees, rooms, and other general information should be addressed to the Secretary of the Language Schools, Middlebury College, Middlebury, Vermont.

Una clase

BREAD LOAF SCHOOL OF ENGLISH

MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT

August 3—August 31, 1945

The Bread Loaf School of English, under the direction of Dr. Hewette E. Joyce of Dartmouth College, Acting Director, offers graduate courses, leading to a Master's degree, in English and American literature, literary history, and the English language. Special attention is paid to the needs of teachers of English. The instructing staff is nationally known.

Splendid mountain scenery, healthful out-of-door activities, and an informal friendly atmosphere create an environment in which students, teachers, and writers find new inspiration and professional guidance.

For further information and bulletins, address The Language Schools Office, Middlebury College, Middlebury, Vermont.

THE BREAD LOAF WRITERS' CONFERENCE

The twentieth annual session of the Bread Loaf Writers' Conference will be conducted this year at Bread Loaf from August 13 to August 25 under the direction of Theodore Morrison. Mr. Morrison is a writer and teacher, formerly an associate editor of the *Atlantic Monthly*, and now a member of the English Department at Harvard University.

The object of the Conference is to provide sound and experienced help and criticism for men and women who desire to write or are interested in the practical background of literature. The staff consists of well-known writers and teachers supplemented by experienced representatives of publishing and the literary agency business. The program consists of background talks on the principal branches of writing; group discussions on manuscripts; individual interviews with staff members; evening talks and entertainments.

Inquiries concerning admissions, fees, and accommodations should be addressed to The Language Schools Office, Middlebury College, Middlebury, Vermont.